

# Czech and Slovak School of Sydney

P.O. Box 150, Randwick, NSW 2031

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## Parents' Handbook

**2013**

## **INTRODUCTION**

Welcome to all students and parents to the *Czech and Slovak School of Sydney*.

We are an exclusive and independent institution operating in Alexandria, Sydney. The school operates on a fully professional basis every Saturday during the school year, with fully qualified Czech and Slovak staff and by strictly adhering to the Community Languages Program of the NSW Department of Education & Training guidelines and fully implements the syllabus of the NSW Board of Studies.

This publication is design for you to learn more about our school. There is information about our school philosophy, our high quality programs, our curriculum policies, our staff and the learning content for students at each level of study.

## **COMMENCEMENT OF CLASSES**

Classes commence on the **2<sup>th</sup> of February 2013** in Green Square School, 237 Botany Road, Waterloo.

**Earlychildhood**            **09:00am – 10:00am**  
(2 years-3years)

**Preschool**                **10:00am – 12:00pm**  
(3-5 years)

**Kindergarten**        **09:00am – 12:00pm**  
(5-6 years)

**Primary School**        **09:00am – 12:00pm**  
(6-12years)

Our terms run in conjunction with NSW State School Terms. Please note the dates:

Term 1:       **02. 02. 2013 – 06. 04. 2013** (10 weeks)

Term 2:       **04. 05. 2013 - 29. 06. 2013** (9 weeks)

Term 3:       **20. 07. 2013 - 14. 09. 2013** (9 weeks)

Term 4:       **12. 10. 2013 - 14. 12. 2013** (10 weeks)

### **ENROLMENT**

Enrolment form must be completed for each student. No student can be admitted to any class without a duly completed and signed form by parent/s/guardians. Completed and signed forms must be returned by mail (Czech and Slovak School of Sydney, P.O. Box 150, Randwick, NSW 2031) or emailed as a scanned copy to [skolasydney@gmail.com](mailto:skolasydney@gmail.com)

Incomplete enrolment forms may delay student placement in the appropriate class.

Parents/guardians consent that **all** particulars contained in the enrolment form can be available to the Community Languages Program of the NSW.

In accepting an offer of a place for their child, parents/guardians enter into a contract with the school whereby they agree to pay all fees and be subject of business regulations of the school.

### **ASSESSMENT AND REPORTING**

Assessment of student's learning indicates the learning progress achieved by the student. It plays an important role not only in the further education of student, but also in teacher's planning to enable every student to reach his/her full potential.

Written report regarding student's progress is provided to parents at the end of the school year. This report clearly states the student's achievement and progress through the year. Moreover, there is a *Parent Teacher Meeting* at the end of each Term. During this meeting the parents have the opportunity to meet with the child's teacher. Furthermore, students

are assessed weekly on their homework and during class activities. Teachers provide weekly feedback to students regarding their work, and offer constructive comments on their performance.

Parents are encouraged to discuss their child's progress with the class teachers who are the first point of contact. If unhappy, matters of concern may be referred to the Principal.

### **WEEKLY HOMEWORK SCHEDULE**

Each week students are advised of their homework and other tasks. Students who are absent can contact the office to obtain their weekly homework.

### **WHITE FOLDER**

Every student receives a **white folder**. The student **must** bring his/her white folder to **every lesson** since all of the educational materials and his/her works are to be filed in this folder. At the end of the school year the student receives a booklet collated from his/her materials that are contained in this folder.

### **TEACHING STAFF**

*Czech and Slovak School in Sydney* employs **qualified** Czech and Slovak teaching staff, who further attend teacher training courses and professional development programs on a regular basis. The purpose of these courses is to enhance their knowledge and skills. Professional Development is a strict requirement set by the Community Languages Department. All staff at *Czech and Slovak School of Sydney*, including volunteers and admission staff who may be in contact with students at any time are screened by the NSW Education Department & Training. *No staff member in paid or unpaid capacity is allowed to enter the school unless screened under the "Working with Children Check" Act.*

## SCHOOL FEES AND PAYMENT OPTIONS

Every effort is made to keep the fees to a minimum whilst continuing to provide a high quality education program for our students.

Every family will be issued with personalised invoice within 7 days of the enrolment day. We encourage parents to enrol students prior the commencement of the Term 1.

**The fees for the whole school year are payable prior to commencement of Term 1 or within 14 days from the issuing of the invoice.**

**Students, whose fees remain unpaid, cannot participate in the program of the *Czech and Slovak School of Sydney*.**

You can mail cheques, or transfer funds into our bank account. A receipt will be issued for every payment.

### Annual Fees

<u>Earlychildhood</u>	<b>\$456.00</b>	(for the whole school year – 38 weeks)
<u>Preschool</u>	<b>\$646.00</b>	(for the whole school year – 38 weeks)
<u>Kindergarten</u>	<b>\$836.00</b>	(for the whole school year – 38 weeks)
<u>Primary School</u>	<b>\$836.00</b>	(for the whole school year – 38 weeks)

The amounts above include **tuition fees, student’s worksheets, enrolment and administration costs.**

### Important Notes – School Fees

1. In case of cancellation, refund will be issued for any fees that have been **paid in advance** provided that:
  - **exceptional circumstances are in existence** (prolonged illness, move to another suburb/state which will make it extremely difficult to attend the school, financial hardship).

- **the school has to be notified in writing** (hard copy signed by the parent/guardian, emails will **not** be accepted)

*Please note that no money will be returned for the already commenced term.*

2. The school fees are **not** refundable when the student is absent from the class unless the above exceptional circumstances are in existence.
3. At all times it is at the school's discretion to determine the level of refund.
4. Students who are involved in the *Saturday sports* or they *travel overseas* for **at least two school terms** are allowed to attend/pay only for the remaining school year. School management has to be notified **in writing at the beginning of school year** about these circumstances. However students who travel for less than two school terms **have to pay their school fees in full**.
5. The following rules apply to students who are enrolled into a course together with another sibling or his/her parent:
  - a. the school fees can be paid in two payments: for Semester 1 (Term 1 and Term 2) and Semester 2 (Term 3 and Term 4)
  - b. if **the students** are away for the whole term they will receive a refund of fees for the whole term that they are away from the school
6. Extension for payment of the school fees may be sought from the Principal in the way of writing.
7. The school reserves the right to recoup administrative expense from parents who consistently fail to respond to its reminders for outstanding fees.

## GENERAL RULES

Please note, it is **the responsibility of the parent/guardian** to sign upon the arrival and the departure the *Attendance Form* provided by the teacher. Parent/guardian must sign children **in** and **out** together with the notification of **arrival** and **departure**.

➤ Earlychildhood (9:00am - 10:00am)

- Students in this class **must be accompanied** by their parents/guardians during the whole class
- Parents are required to **cooperate** with the teacher. We would appreciate if the parents did not *chat* amongst themselves during the class as it disturbs the smooth running of the lesson and more importantly makes it difficult for the children to concentrate.
- Food and hot beverages are not allowed to be consumed in the classroom

➤ Preschool (10:00am – 12:00pm)

➤ Kindergarten (09:00am – 12:00pm)

➤ Primary School (09:00am – 12:00pm)

- In these classes parents/guardians are **not** required to accompany their children.
- At 11:00am students have a 15 minute break in the courtyard. Please prepare a healthy snack with a drink (**no nuts** are allowed on the school premises)

- Food is **not** allowed to be consumed in the classrooms

Students need to be **punctual** in their attendance in order to ensure minimal disruption to the class. Please make sure students are at school **5 minutes prior** to the commencement of the class.

It is strictly prohibited to allow other siblings to the classroom while class is in progress.

Parents take full responsibility for their younger children whilst waiting for their older children to finish their class.

Classes finish at 12:00pm. The students are to be picked up by parent/guardian **no later than 12:05pm**. Parents/guardian must ensure that students are picked up on time. *No child will be permitted to leave the school grounds without parental/guardian supervision.*

Parents/guardians agree that the admission and continued attendance of a student at the school is conditional upon the observance by the student of the School Policies & Regulations. Parents are responsible for the drop-off and pick-up of their child at all times. In the event that a student will be picked up by somebody other than the parent/guardian the teacher must be notified in writing.

**All students must leave the school premises by 12:20pm** as the school together with **the main gates close at 12:30pm**. Unfortunately, if you cease to pick up your car after 12:30pm and the main gate is closed you will have to wait **until Monday** for the gates to be open by the *Green Square Public School*.



## CURRICULUM

### *Aims*

- To develop children's interest in Czech/Slovak language and culture
- To help children understand and cultivate the Czech/Slovak language and culture through themes, activities, games appropriate to their age and understanding
- To provide the opportunity for children to learn to communicate effectively in Czech/Slovak language in real life situations
- To extend their conceptual development
- To teach children to develop their social skills, appreciate and respect individuality
- To ensure enjoyment through participation while learning Czech/Slovak language
- To provide high quality, flexible, affordable education that meets the needs of children
- Help children develop a positive self esteem, and a positive attitude to learning and interacting with others

### *School's Philosophy*

- The school intends to provide an enjoyable and challenging learning environment where children are encouraged to learn through play and where, through their successes we create the foundations that encourage and excite the children to continue on their journey of life long learning.
- We recognise the importance of listening to the children to better understand their needs, interests and the contribution they make to their families.
- We value family input into decision-making and intend to draw upon that to improve the quality of the Czech and Slovak School of Sydney.

## **Guidelines and Standards**

*Czech and Slovak School of Sydney* implements the NSW Board of Studies syllabus and curriculum.

## **Teaching Strategies and Materials**

### **Earlychildhood**

- Singing
- Storytelling
- Rhymes
- Dancing
- Art & Craft
- Puppet Shows

### **Preschool**

- Singing
- Storytelling
- Rhymes
- Dancing
- Art & Craft
- Puppet Shows

### **Kindergarten/Primary School**

- Books (written and published in Czech/Slovak, books written by our staff)
- Discussions
- Poems, songs
- Communication games
- Visual aids
- Projects
- Developmental play
- Czech/Slovak videos

## Earlychildhood

### Content for Stage 1

#### *Listening and Responding*

<b>Outcome:</b> A student recognises and responds to words and simple phrases in spoken Czech/Slovak language.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of listening and observing</li><li>• the variety of contexts in which familiar words can be identified</li><li>• identification and classification of information</li><li>• the purpose of text in familiar situations</li><li>• appropriate ways to respond using language and gesture</li><li>• the importance of pronunciation and intonation</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• listen actively to aid comprehension</li><li>• identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games</li><li>• associate language with known actions, objects or ideas, eg <i>To je kniha.</i></li><li>• identify the purpose of short texts, eg greetings, requests, statements</li><li>• respond to greetings, questions, commands in verbal/nonverbal ways in familiar social interactions, such as games, role-plays, classroom instructions, eg <i>Vstaňte prosim!</i></li><li>• discriminate between sounds and relate them to specific meanings.</li></ul>

#### *Speaking*

<b>Outcome:</b> A student uses known words in Czech/Slovak language to interact.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of correct pronunciation, intonation and stress for effective communication</li><li>• working in teams to communicate effectively with others.</li></ul>	<b>Students learn about:</b> <ul style="list-style-type: none"><li>• develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context</li><li>• use Czech/Slovak in classroom activities, eg songs, games, role-plays.</li></ul>

## Preschool

### Content for Stage 1

#### *Listening and Responding*

<b>Outcome:</b> A student recognises and responds to words and simple phrases in spoken Czech/Slovak language.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of listening and observing</li><li>• the variety of contexts in which familiar words can be identified</li><li>• identification and classification of information</li><li>• the purpose of text in familiar situations</li><li>• appropriate ways to respond using language and gesture</li><li>• the importance of pronunciation and intonation</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• listen actively to aid comprehension</li><li>• identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games</li><li>• associate language with known actions, objects or ideas.</li><li>• identify the purpose of short texts, greetings, requests, statements</li><li>• respond to greetings, questions, commands in verbal/nonverbal ways in familiar social interactions, such as games, role-plays, classroom instructions.</li><li>• discriminate between sounds and relate them to specific meanings.</li></ul>

#### *Speaking*

<b>Outcome:</b> A student uses known words in Czech/Slovak language to interact.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of correct pronunciation, intonation and stress for effective communication</li><li>• working in teams to communicate effectively with others.</li></ul>	<b>Students learn about:</b> <ul style="list-style-type: none"><li>• develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context</li><li>• use Czech/Slovak in classroom activities, eg songs, games, role-plays.</li></ul>

**Kindergarten, Primary School**

**Board of Studies Syllabus**

**Content for Stage 1 (including Early Stage 1)**

**Stage 1 – Using Language**

*Listening and Responding*

<b>Outcome:</b> A student recognises and responds to words, phrases and simple sentences in spoken Czech/Slovak language.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of listening and observing</li><li>• the variety of contexts in which familiar words can be identified</li><li>• identification and classification of information</li><li>• the purpose of text in familiar situations</li><li>• appropriate ways to respond using language and gesture</li><li>• the importance of pronunciation and Intonation</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>• listen actively to aid comprehension</li><li>• identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games</li><li>• associate language with known actions, objects or ideas</li><li>• identify the purpose of short texts, greetings, requests, statements</li><li>• respond to greetings, questions, commands in verbal/nonverbal ways in familiar social interactions, such as games, role-plays, classroom instructions.</li><li>• discriminate between sounds and relate them to specific meanings</li></ul>

### Reading and Responding

<b>Outcome:</b> A student identifies and responds to features of written Czech/Slovak language.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the relationship between printed text and corresponding sounds and meanings</li><li>• different ways of showing comprehension</li><li>• identification or prediction of the meanings of key words and phrases</li></ul>	<b>Students learn about:</b> <ul style="list-style-type: none"><li>• recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts</li><li>• demonstrate comprehension, eg by answering questions, matching words to pictures, actions</li><li>• contribute to shared reading to develop comprehension skills, eg Big Books.</li></ul>

### Speaking

<b>Outcome:</b> A student uses known words in Czech/Slovak language to interact in everyday activities.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the importance of correct pronunciation, intonation and stress for effective communication</li><li>• appropriate expressions used in social interaction</li><li>• working in teams to communicate effectively with others.</li></ul>	<b>Students learn about:</b> <ul style="list-style-type: none"><li>• develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context</li><li>• participate in social exchanges with teacher and peers, eg greetings, introducing self and others, <i>Dobrý den, jak se máte? Jak se jmenuješ?</i></li><li>• use Czech/Slovak in classroom activities, eg songs, games, role-plays.</li></ul>

## Writing

<b>Outcome:</b> A student demonstrates developing writing skills by recognising and copying Czech/Slovak Language.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• symbol formation when writing words and phrases</li><li>• ways of organising and presenting information in context</li><li>• features and functions of multimedia used to access and produce text</li></ul>	<b>Students learn about:</b> <ul style="list-style-type: none"><li>• reproduce symbols, words and phrases by tracing, copying and colouring in</li><li>• develop writing skills in context, eg matching words with pictures, labelling objects, completing speech bubbles, writing key words in a greeting card</li><li>• produce texts, eg greeting cards, posters, using a range of media</li></ul>

### Stage 1 – Making Linguistic Connections

<b>Outcome:</b> A student recognises the diversity of language systems.	
<b>Students learn about:</b> <ul style="list-style-type: none"><li>• the variety of languages that are used in the Community</li><li>• familiar concepts that are expressed across languages and cultures</li><li>• meanings which can be conveyed through non-linguistic forms.</li></ul>	<b>Students learn about:</b> <ul style="list-style-type: none"><li>• be aware of the various sounds and written forms of languages in the community</li><li>• recognise the various ways in which familiar concepts are expressed, such as greetings</li><li>• recognise the sounds and meanings of signs and symbols in everyday life, eg number, male/female, no eating or drinking, no entry, currency</li></ul>

**Outcome:** A student explores ways in which meaning is conveyed in Czech/ Slovak.

**Students learn about:**

- elements of the spoken language
- key features of nonverbal communication
- features of the written language

**Students learn about:**

- recognise and reproduce sounds in Czech/Slovak, eg pronunciation of vowel sounds
- use nonverbal communication such as gestures, facial expressions in role-play and mime, eg nodding of head to express *ano*, shaking hands when greeting someone
- recognise features of the written language as representations of sound, eg pronunciation of vowel sounds

**Stage 1 – Moving Between Cultures**

**Outcome:** A student demonstrates awareness of cultural diversity.

**Students learn about:**

- cultural characteristics of the local community
- characteristics that all people share as well as some of the differences
- visible representations of cultural identity
- exploring cultural diversity using a range of media.

**Students learn about:**

- identify local places of cultural significance, eg shops, markets, restaurants, places of worship
- recognise ways in which people express their culture, eg music, dance, food, games, celebrations
- recognise visible expressions of identity, eg flags, maps, traditional dress, landmarks
- gather information about diverse cultures by using media, eg posters, puppets



**Outcome:** A student identifies cultural practices in Czech-speaking communities.

**Students learn about:**

- significant aspects of culture in social interaction
- symbols and practices that reflect places and events of importance to Czech/Slovak speaking communities
- similarities and differences between local communities' lifestyles and those of Czech-speaking communities.

**Students learn about:**

- recognise specific customs and traditions in social interaction, eg greetings, gestures such as shaking hands when greeting, saying *Dobrou Chut'* before eating
- explore cultural symbols and practices, eg through games, stories, songs, craft
- compare aspects of their own lifestyle (eg food, family) with those of Czech/Slovak speaking communities.

## **Earlychildhood Class**

Consequently in Earlychildhood, the children should be able to:

### *Listening*

Understand teacher's instructions, songs, rhymes, stories in Czech/Slovak language.

### *Speaking*

Name the family members, animals, colours, basic shapes, songs, rhymes and express their needs.

### *Themes for the 2013 school year:*

Term 1:        *My Home and How I live*

Term 2:        *Clothes, My Body and Visit to the Doctor*

Term 3:        *Foods and Drinks, Shopping*

Term 4:        *Animate Nature – Animals and Plants*

*During each Term the following topics will be also included in the lessons:*

- *numbers, colours, shapes*
- *seasons – compare the Australian seasons with the Czech/Slovak seasons*
- *celebrations (Easter, Mother's/Father's day, Mikulas, Christmas etc.)*

## **Pre-school Class**

Consequently in Pre-school, the students should be able to:

### *Listening*

Understand common instructions such as sit down, stand up, make a circle, draw/paint, etc. as well as understand and react to simple questions about them, their family, friends, etc. (What's your name? Where do you live? Do you have a sibling?...).

### *Speaking*

Name family members, basic house vocabulary, colours, shapes and numbers and other vocabulary according to our themes within the school year. They will also learn to express their needs such as toileting, hunger or their feelings and to ask for help.

### *Themes for the 2013 school year:*

Term 1:        *My Home and How I live*

Term 2:        *Clothes, My Body and Visit to the Doctor*

Term 3:        *Foods and Drinks, Shopping*

Term 4:        *Animate Nature – Animals and Plants*

***During each Term the following topics will be also included in the lessons:***

- *numbers, colours, shapes*
- *seasons – compare the Australian seasons with the Czech/Slovak seasons*
- *celebrations (Easter, Mother's/Father's day, Mikulas, Christmas etc.)*

## **Kindergarten Class**

Consequently in Kindergarten, the students should be able to:

### *Listening*

Demonstrate comprehension of Czech/Slovak words and phrases by following routine classroom instructions, using short sentences/phrases, and identifying objects and numbers 1 – 20.

### *Speaking*

Use single words (objects, colours and numbers) or short phrases in action- related activities, songs and games in Czech/Slovak.

### *Reading*

Recognising single words or phrases in text and provide key words in a short story that is read in class.

### *Writing*

Trace word and phrases, or copy words to identify an image.

### **Themes for the 2013 school year:**

**Term 1:        *My Home and How I live***

**Term 2:        *Clothes, My Body and Visit to the Doctor***

**Term 3:        *Foods and Drinks, Shopping***

**Term 4:        *Animate Nature – Animals and Plants***

***During each Term the following topics will be also included in the lessons:***

- *numbers, colours, shapes*
- *seasons – compare the Australian seasons with the Czech/Slovak seasons*
- *celebrations (Easter, Mother's/Father's day, Mikulas, Christmas etc.)*

## **Year 1**

Consequently in Year 1, the students should be able to:

### *Listening*

Demonstrate an understanding of single items of information, such as number (1-100), colour and location, through action, drawing, mime, drama or by responding to question.

### *Speaking*

Respond to questions in everyday classroom and social routines (e.g. greetings, belongings, date, weather, birthday song, naming objects).

### *Reading*

Read words, labels/captions, short phrases and simple sentences.

### *Writing*

Write single words or phrases correctly to complete a simple sentence.

### *Themes for the 2013 school year:*

**Term 1:**      ***How we live, Places where I feel good (Australia, Czech Republic, Slovak Republic)***

**Term 2:**      ***Human Body, Visit to the Doctor, Clothes, Fashion***

**Term 3:**      ***Healthy Lifestyle – healthy food, exercise, work and rest***

**Term 4:**      ***Protecting the Environment - animals, plants and recycling***

***During each Term the following topics will be also included in the lessons:***

- *seasons – compare the Australian seasons with the Czech/Slovak seasons*
- *celebrations (Easter, Mother's/Father's day, Mikulas, Christmas etc.)*

## **Year 2 and Year 3**

Consequently in Year 2 and 3, the students should be able to:

### *Listening*

Demonstrate an understanding of single items of information, such as number (1-100), colour and location, through action, drawing, mime, drama or by responding to question.

### *Speaking*

Respond to questions in everyday classroom and social routines (e.g. greetings, friends, belongings, roll call, date, weather, birthday song, naming objects).

### *Reading*

Read words, labels/captions, short phrases, simple sentences and short stories.

### *Writing*

Write single words or phrases correctly to complete a simple sentence. Can produce a short text on the topic that is familiar or of a personal interest.

### *Themes for the 2013 school year:*

**Term 1:**      ***How we live, Places where I feel good (Australia, Czech Republic, Slovak Republic)***

**Term 2:**      ***Human Body, Visit to the Doctor, Clothes, Fashion***

**Term 3:**      ***Healthy Lifestyle – healthy food, exercise, work and rest***

**Term 4:**      ***Protecting the Environment - animals, plants and recycling***

***During each Term the following topics will be also included in the lessons:***

- *seasons – compare the Australian seasons with the Czech/Slovak seasons*
- *celebrations (Easter, Mother's/Father's day, Mikulas, Christmas etc.)*

## POLICIES

### Bullying Policy

#### *Definition:*

A person is bullied when they are intentionally exposed regularly to the negative or harmful actions by one or more other people. Bullies are people who intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

#### *Rationale:*

The school will provide a positive culture where bullying is not accepted. Everyone will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

#### *Intervention:*

Once identified; bully, victim and witnesses will be spoken with, and all incidents or allegation of bullying will be fully investigated and documented. Both bully and victim will be offered counselling and support. If bullying is ongoing, parents will be contacted and consequences implemented that are consistent with the school's Student Code of Conduct.

#### *Post Violation:*

Consequences may involve exclusion from class, school suspension, ongoing counselling from authorised staff. Positive behaviour will be awarded.

### Attendance Policy

The school asks parents to inform us when children will be absent or late on a particular Saturday. Please help us by ensuring that your children arrive at school **on time**.

Parent should inform the principal or teacher of their intention to collect their child/children **before** the scheduled dismissal time.

## **Behaviour Management Policy**

The school's Behaviour Management Policy emphasises positive behaviour with the expectation that students have a choice and they are responsible for their own behaviour.

Each classroom has a clearly defined set of rules at the teacher's discretion that enables students to be awarded for positive behaviour or experience a set of graduated consequences for the negative behaviour.

Positive behaviour is encouraged by teachers with wide variety of rewards including praise, stickers, rubber stamps, etc.

Negative behaviour is discouraged through a series of consequences, which are outlined below:

### *Consequences:*

1 <sup>st</sup> time	Warning and reinforcement of correct behaviour
2 <sup>nd</sup> time	5 minute in class time-out
3 <sup>rd</sup> time	15 minute isolation form the class, removed temporarily to another class
4 <sup>th</sup> time	In-school suspension, letter home and parent interview requested

Repeated in-school suspension may also lead to suspension from school.

Parental support of school policy is always encouraged and appreciated.

## **Classroom Formation Policy**

### *Rationale:*

A clearly defined, collaborative process for the placement of children into classes will lead to greater efficiency, increased understanding and improved opportunities for learning.

### *Aim:*

- To have one of the most effective teaching environment by providing one of the lowest teacher to student ratio (maximum 1 teacher to 8 students).



- To provide each child with the opportunity to be part of a class of children that will allow them the best opportunity to learn.
- To form well balanced classes of children that take into account the social, emotional, academic and physical characteristics of each child.

*Implementation:*

While the allocation of children to various classes, class structures and class compositions are all ultimately responsibilities of the Principal, a collaborative process that includes the class teachers and on occasions, parents of some students.

The process of forming classes will take place in Week 1 of Term 1.

The Principal, in consultation with the staff and after considering student numbers, will determine the number of classes for the current school year, class sizes and grade levels of each class. Every effort will be made to ensure that student numbers in each class remain low, subject to enrolments and staff availability.

Consideration will be given to gender, the previous class, each child's ability, behaviour, friendship groups and teacher characteristics. Individual needs and a whole school perspective must be considered.

Whereas possible, composite classes will be established for students whose linguistic ability prevents them from attending the next level.

The student can be enrolled into the Kindergarten class only if he/she attends Australian Kindergarten.

Parental concerns regarding placement must be directed to the Principal.

## **Yard Behaviour Policy**

Our teaching values and professionalism also underpin expectation of student behaviour in the yard. During recess, there are at least two staff members in the yard to support students to manage their behaviour in the yard.

Students are expected to:

- treat each other and the environment with respect
- be trusted to play safely
- be fair to all and maintain a harassment free zone
- develop social cohesion by including others, respecting different cultures, skills and beliefs

Students who are unable to work within these guide-lines are reminded by staff.

Students who continue to behave in ways that are not acceptable in the yard, are referred to the Principal or an authorised person replacing the principal on the day.

## **Complaint Resolution Policy**

### *Rationale*

Our school hopes to be consultative and open to communication with staff, parents and children. However, there may still be times when members of the school community disagree or are confused about the things we are doing. Positive, clear and effective processes for resolving complaints between the school and community members assist in the building of strong relationships, dispel anxiety and ultimately provide students with an enhanced learning environment.

### *Aims*

To provide clear, positive and fair processes that allow complaints to be aired and resolved in a timely and effective manner.

### *Implementation*

The established process, as outlined below, will be followed to resolve complaints:

- try to establish the facts as clearly as you possibly can and be wary of hearsay

- if the matter involves your child or an issue of everyday class operation, make an appointment to see their classroom teacher, detailing the reasons for the appointment (*all appointments must be scheduled after class time to avoid teachers being delayed attending their classes*)
- an appointment should be made with the Principal to discuss issues involving school policy, financial issues, operations beyond your child's classroom and concerns about staff, or complains that are probably not easily resolved
- all grievances are to be kept as confidential as possible
- all formal discussions and processes involving complains will be documented

### **Conduct Policy**

#### *Rationale*

In providing a high quality education that is relevant to the needs of the students Czech and Slovak School of Sydney recognises the importance of parental support and involvement in the school. The basis of relationship between all members of the school community (staff, children, parents) will be one of mutual respect.

#### *Aims*

To ensure that all members understand and support the school's position in relation to standards of behaviour.

#### *Implementation*

The members of the school community will:

- provide positive role models
- support school rules, codes of practice, programs, activities and decisions
- support the implementation of all school policies
- promote a positive image of the school
- provide support and actively participate in school events and extra curricular activities
- acknowledge and accept the school protocol for complaint resolutions
- have high but realistic expectations of all members of the school community
- respect the rights and the property of the host school

## **Disabilities Policy**

### *Rationale*

Czech and Slovak School of Sydney is aware of community expectations for students with disabilities and impairments and their unique educational needs as members of society. The school recognises that the development and implementation of learning programs which allow children with disabilities and impairments to learn and be taught requires active and co-operative partnership between school, parents and students.

### *Aims*

To provide all students with learning opportunities that cater for their individual needs.

### *Implementation*

- the Principal shall co-ordinate and oversee the enrolment of students with disabilities and impairment and the implementation of the program
- the school will support staff to enable them to access appropriate professional development opportunities
- the school will encourage the acceptance and support of students with disabilities and impairments by members of the whole school community

## **Equipment Policy**

### *Rationale*

To ensure adequate levels of quality equipment are available for use by staff when needed.

### *Aims*

Government school usually do not allow the usage of their equipment, therefore equipment purchases must be kept within budget and reasonable usage.

### *Implementation*

For the purpose of this policy, equipment is defined as non-consumable classroom teaching related items that have a value greater than \$150.00. The principal will be

allocated the responsibility of coordinating the purchase and maintenance of all equipment purchases. Equipment will not be purchased for the sole use of a particular teacher or group unless it is clearly demonstrated that this equipment will be conducive to teaching/learning throughout the year.

### **Incident Policy**

An Incident Report Card is to be maintained at every location.

Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases. At Czech and Slovak School of Sydney, the possibility of such incident/s is extremely remote due to limited number of teaching hours and non provision of outings and excursions, however the following 4 principles must be followed:-

- Provision of clear accurate information
  - Description of action to be followed
  - Provision of help for all affected
  - Maintenance of normal school program
1. Obtain accurate information. Deal only with substantial facts.
  2. As soon as possible, inform staff, especially those most directly involved, and the Principal. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.
  3. Approach the Community Languages Program and/or the NSW Department of Education and Training to appoint a skilled Support Team to assist in the management of the incident. The team may include staff members, counsellors, external DE&T personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident.

4. To ensure that prompt assistance is provided to students, parents and caregivers consent unequivocally to the following Medical Attention – Consent. It is the parent's/ caregiver's responsibility to inform the school of any ongoing illness – allergies of the students and steps required to thwart an escalation of the problem.

### **Medical Attention – Consent**

It is the policy of the school to notify a parent/ guardian when a child is ill or needs medical attention. Occasionally we cannot contact the parents/ guardian and we may need to get immediate help for the Child. Our procedure is to take the child to the nearest emergency service.

1. You hereby give authorisation to any member of the primary contact staff of the Czech and Slovak School of Sydney to:
  - seek urgent medical or dental treatment by a preferred doctor or dentist nominated by you, or other doctor or dentist,
  - take the student to a public hospital,
  - use an ambulance service, or
  - take the assistance from some other person or body nominated by you as the parent or person responsible,

for the student stated in the enrolment application, if the member is of the opinion that it is necessary to do so because the student has been injured, or is ill, whilst in attendance at the Czech and Slovak School of Sydney .

2. You agree to pay for the ambulance service and any other expenses accrued in providing the student with emergency health care.

3. You understand that if any treatment is sought or obtained that the Czech and Slovak School of Sydney will use every reasonable means to ensure that you are notified as soon as possible.
4. You understand that none of the above affects the ability of a doctor or dentist to carry out emergency medical or dental treatment on my child without my consent.

### **Medication Policy**

#### *Rationale*

Teachers are occasionally asked by parents to administer medication for their children while at school. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.

#### *Aims*

To ensure that medications are administered appropriately to students in our care.

#### *Implementation*

- Children who are unwell should not attend school
- Non-prescribed oral medications (e.g. head-ache tablets) will not be administered by school staff without parent authorisation.
- All parent requests to administer prescribed medications to their child must be in writing and must be supported by specific written instruction from the medical practitioner or pharmacist including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).
- Consistent with current Asthma policies, students who provide written parent permission may carry an asthma inhaler with them.

- Classroom teachers will oversee the administering of medication as prescribed and sign the relevant school documentation.
- Parents/ caregivers of students who may require injections are required to meet the principal to discuss the matter.

### **OH & S Policy (Occupational Health and Safety)**

#### *Rationale*

A healthy and safe working environment is vital to the successful functioning of Czech and Slovak School of Sydney. Promotion and maintenance of a safe working environment is a responsibility shared by all.

#### *Aims*

- To ensure that appropriate standards of workplace safety are maintained at all times.
- To promote a team approach to health and safety issues
- To prevent accident, injuries and disease in the workplace.

#### *Implementation*

- Adequate resourcing will be available to ensure that the workplace meets the appropriate Occupational Health and Safety standards. This is conditional upon the state of the Government school premises where our school conducts its classes.
- We shall be requesting from the regular day school Principal to communicate to our staff all issues relating to OH&S, for example building works being conducted at the school.
- Process of reporting, recording and investigating incidents, including an incident Report Card, will be adhered to and maintained.



## Privacy Policy

- *Czech and Slovak School of Sydney* is required by law to protect the personal and health information the school collects and holds.
- The NSW Privacy laws, the Information Privacy Act 2000 and the Health Records Act 2001 provide for the protection of personal and health information.
- Students particulars and enrolment forms can and will be available to the Community Languages Program of the NSW Department of Education & Training, which are also governed by similar privacy laws.

The school will use and disclose personal information about a student, parent and staff when:

- it is required for general administration duties and statutory functions
- it relates to the purposes for which it was collected and
- for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure

The school can disclose personal information for another purpose when:

- the person consents
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety
- is required by law or for law enforcement purposes

The above policy must be read in conjunction with Privacy NSW Office of NSW Privacy Commissioner

([http://www.lawlink.nsw.gov.au/Lawlink/privacynsw/ll\\_pnsw.nsf/pages/PNSW\\_index](http://www.lawlink.nsw.gov.au/Lawlink/privacynsw/ll_pnsw.nsf/pages/PNSW_index))

## **Professional Development Policy**

### *Rationale*

Relevant Professional Development programs provide opportunities for professional growth, enhanced diversity, improved student learning and effective school governance and decision-making.

### *Aims*

- To provide opportunity for all staff to further their professional skills, knowledge and qualifications
- To ensure all staff and effective the school, comply with the Community Languages Program requirements

### *Implementation*

- Professional Development is a shared responsibility between the school and the staff members
- The Professional Development budget provides funds for whole school and individual Professional Development interests
- Staff of volunteers attending Professional Development (other than LOTE Teaching Certificate) have a responsibility to report briefly to the remainder of staff/volunteers about the activity and its benefits

## **Sunsmart Policy**

### *Rationale*

Over exposure to the sun presents a serious health risk. Students must therefore be educated as to the need for suitable sun protection, and protected from over exposure to the sun whilst at school. Although the recess of Czech and Slovak School of Sydney is short, we shall continue to encourage students to protect themselves even if exposed to the sun for brief periods.

### *Aims*

- To educate students as to suitable sunsmart protection strategies
- To encourage children to protect themselves from the harmful effects of the sun

### *Implementation*

- Children should be encouraged to wear hats or other headgear during Term 1 and 4 whenever they are outside
- Children without hats will be restricted to playing in designed shaded areas

Additional information may be obtained from the NSW Cancer Council Website

(<http://www.cancercouncil.com.au/>)

## CONTACT DETAILS

### **School Address**

Green Square School, 237 Botany Road, Waterloo

### **Postal Address**

Czech and Slovak School of Sydney

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NSW 2031

### **Website**

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### **Email Address**

[skolasydney@gmail.com](mailto:skolasydney@gmail.com)

### **School Committee:**

**Principal/Secretary:** Katerina Larbalestier      0417 683 400

**Treasurer:**                      Janette Fowler                      0415 781 623

**Head Teacher:**                  Silvia Capkovic                      0406 680 605

Bohdana Zajickova

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