



Pitt Town Public School Parent Information Handbook 2025



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Welcome to Pitt Town Public School

At Pitt Town Public School we provide a supportive, stimulating educational environment, where students are encouraged to embrace skills such as collaboration, communication, creativity and critical thinking.

We believe that by providing a well-balanced, quality education that focuses on explicit teaching and inquiry-based learning, we encourage our students to become self-motivated learners who display empathy, resilience and self-belief.

Our core values of Respect, Responsibility and Excellence are embedded in our school ethos, as we strive to educate our students to be safe, respectful, responsible learners who strive to do their personal best.

The contents of this booklet will help you to understand the way our school is organised and the ways in which both you and your child get the greatest enjoyment and benefit from being part of our school community.

I am sure that your family's association with Pitt Town Public School will be happy and fruitful. However, if you require further information or have an issue to discuss, please do not hesitate to contact me.

Angus Lamont
Principal

The Pitt Town Public School Strategic Plan

The Strategic Plan is the school's statement to its community about what it stands for and intends to do, over three years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.

Vision

At Pitt Town Public School we are committed to quality education in a caring environment. This is possible by providing opportunities where children and adults feel welcome, respected, trusted, and an important part of the school. We foster a school community which values diversity and nurtures self-esteem, as we promote a culture of life-long learning.

Purpose

To ensure ongoing improvement in student outcomes through quality programs and providing a learning culture based on high expectations and quality teaching and learning.

Values

Pitt Town Public School values:

- Lifelong learning
- Intellectual rigour
- Positive self-worth
- Respect for others
- Resilience and emotional intelligence
- Strong partnerships between home, school and community

Optimal learning occurs when:

- there is a secure, caring environment based on mutual respect and cooperation;
- the curriculum is differentiated to support growth, well targeted and grounded in real world experiences;
- students are self-motivated and self-regulated;
- students are supported to take risks, learn from their mistakes, be persistent and resilient and celebrate success;
- fundamental skills are developed through higher order tasks so learning is connected and transferable; and
- students have the skills to reflect on their learning, articulate their understandings and set goals for future learning.

The Strategic Plan 2025-2027 can be found on the Pitt Town Public School's website.

School Profile

Pitt Town Primary School, established in 1876, has been serving the educational needs of children for close to 150 years. It is widely recognised as a school which provides a friendly, caring and secure environment offering quality education where children develop self-discipline, a strong desire to learn and strive for success. This year, Pitt Town Public School is comprised of 11 mainstream classes Kindergarten to Year Six and 1 Multi-Categorical support class (beginning 2025) with approximately 260 learners. It is a vibrant, enjoyable and positive learning community.

Pitt Town Public School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child.

The school continues to deliver quality teaching and learning programs in a future focused environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, STEM, environmental and academic pursuits.

Our students demonstrate positive values relating to their education, themselves and others. We encourage all students to strive for success. Students are supported through positive and effective welfare systems that reward their excellent behaviour.

We maximise parent participation in the general life and management of the school. We also build links and promote partnerships within the wider school community. This enables links to be strengthened and increases support and communication. Parents and community members are encouraged to be involved and assist with sporting events, education opportunities, dance and music performances, as well as community events that not only promote public education, but also promote positive relationships.

Our staff are extremely professional and dynamic with high expectations. We are committed to providing quality educational programs to support each child to reach his or her full potential.



School Procedures

NSW Term Dates 2025

TERM 1	31 January - 5 February (SDD*) Students start: Thursday 6 February Last Day Term 1: Friday 11 April
TERM 2	28 April – 29 April (SDD) Students start: Wednesday 30 April Last Day Term 2: Friday 4 July
TERM 3	21 July - SDD Students start: Tuesday 22 July Last Day Term 3: Friday 26 September
TERM 4	13 October – SDD Students start: Tuesday 14 October Last Day Term 4: Friday 19 December

* School Development Days (SDD) in all government schools allow for appropriate planning to take place for students. School Development Days are used by schools to build on the knowledge and skills of our teachers, school leaders and school administrative support staff through a targeted professional learning program.

School Hours

The school playground is supervised from 8:15am. At 8:45am, the bell rings and students make their way to their classroom to begin learning. Students are expected to be punctual and ready to start the day. Students need to bring a packed lunch and water bottle, snacks for recess and fruit or vegetable sticks for crunch and sip.

8:45 am	Bell rings and students make their way to their classroom.
8:45 – 10:45am	Learning Session 1 (including Crunch and Sip)
10:45 – 10:55am	Eating time (supervised)
10:55 – 11:15am	Recess play
11:15 – 1:00pm	Learning Session 2
1:00 - 1:10pm	Eating time (supervised)
1:10 – 1:40pm	Lunch play
1:40 – 2:40pm	Learning Session 3
2:40pm	School dismissal

Whole School Timetable

All teaching staff are entitled to a mandated two hours of relief from face-to-face teaching (RFF) where planning, coaching and collaborating takes place. Key learning areas covered in this time may include History/Geography, PDHPE, Science, STEAM and library skills.

Scripture is offered for the following denominations – Catholic and Anglican/Protestant. All other students will attend non-scripture. All classes are supervised by a teacher and the lessons are conducted by Special Religion Educators (SRE) from the local churches.

A whole school assembly led by our student leaders is held every Monday at 1:50pm. All are welcome.

Office Hours

The school office hours are 8:15am to 3:00pm Monday to Friday.

Out of School Hours Care

The Out of School Hours Care (OOSH) is available on school premises through *TheirCare*. The children assemble at our school hall. *TheirCare* also offer a holiday program that operates during each term vacation. Details available in the office.

Punctuality

Classroom sessions begin at 8:45am each day. Learners who arrive late for school interrupt the classroom program. It is also unsettling for your child and can affect their confidence and vital learning time. Being able to socialise with their friends prior to class starting sets them up for the day.

Learners arriving after 8:45am must report to the Office, to be signed in by a parent or carer and receive a late notification to hand to their class teacher.

Student Supervision

For thirty minutes before school, and during all breaks, both recess and lunch, teachers supervise students in the playground. Students are not to be on the school grounds before 8:15am when teacher supervision begins or after 2:50pm when supervision ends. Teachers on playground duty wear fluorescent vests so students can quickly identify them.

If it is too wet or too hot for students to play outside, teachers share the supervision of students in classrooms. Students are not permitted to be in classrooms when the teacher is not in attendance.

Regular school attendance is essential for the overall development of children and their learning. Once enrolled in primary school, your child is expected to attend school every day of each term. It is important that children develop regular attendance habits at an early age. Children who are regularly absent from school are at risk of missing out on learning the basic building blocks in key learning areas, and may experience long-term learning difficulties. Where possible, parents are asked to schedule appointments for their child out of school hours.

If your child is absent from school, the Department of Education requires you to supply an explanation of that absence to the class teacher or office. This can be done by an adult calling the office, writing a note or email or via the Sentral app. Absence confirmation notes will be sent home requesting a reason for a child's unexplained absence and parental signature. Early indication of absences is appreciated as often special programs for the class or group may be planned. If it is less than five days leave, please enter it through the Sentral app. If it is going to be greater than five days leave, you will need to complete the application for extended leave found on Sentral or via the office.

If your child has an infectious disease (refer to page 11, 12 of this document) they will be excluded for the period outlined and will require a medical certificate indicating that they can return to school.

Absences during School Hours

Sometimes it may be necessary for parents to take children from school during the day. On such occasions, advance notice is appreciated and arrangements must be made for the collection of the child from school. Under no circumstances may a child be collected from school during school hours without notification to the office. The child must be signed out at the office by the person collecting the child prior to the child being collected from the classroom. After receiving an early leave pass from the office, your child's class teacher will be notified and your child will be called to the office.

In the interest of overall safety, it is school policy not to allow children to leave the school grounds alone, other than at the end of the day.

Please note: In line with our Child Safety Policy you may be asked to provide photo ID to confirm your identity. Children WILL NOT be released to any adult who is not on our system as either a primary or emergency contact without consent from parents.

Annual School Contributions K-6

Pitt Town Public School seeks to provide a high quality education for all our students. To this end, we seek financial contributions from our families. These contributions and their purposes are explained below. All funds go directly towards enriching the education and facilities for our children. In addition to this annual contribution, Term Accounts will be issued every term to cover items such as excursions, incursions, School Magazine and specific resources as relevant to each grade.

The Annual School Contributions levy is reviewed by the school at the end of each year and recommendations made for the following year. Payments may be made by one annual payment at the beginning of the school year or through Term Accounts. In 2025, the Annual School Contributions per child are: -

Item	Description	Cost
Technology	Purchase of technology items such as devices, charging trolleys, printers, computers, toners and cabling	\$15
Subject Support	Purchase of classroom supplies such as exercise books, readers, class stationary, Art and Craft supplies e.g. paint, cardboard, paddle pop sticks, crepe paper, music equipment	\$65
School Magazine	Years 3-6 Online and Workbook Program	\$15
Online Maths	Years 3-6 online mathematics program	\$20
	K-2 Total	\$80
	Years 3-6 Total	\$115

School Voluntary Contribution per CHILD

Subject or Levy	Description	Cost
Voluntary School Contribution	This provides funds to support school projects and school running costs	\$25

Excursions/Incursions and Camps

Payments for incursions and excursions will be charged to families as they occur throughout the year. An essential component of this is completing permission and making payments by the due date. To allow us to plan effectively for buses and bookings, it is important that due dates are met by providing permission and making payments by the due date. Due dates are final and we cannot accept late permissions to attend excursions.

Financial Hardship

We appreciate that some families may experience difficulty in meeting payment requests due to financial hardship. Please contact the Principal on 4572 3126 if you wish to discuss your current financial situation.

School Canteen

The school canteen currently operates five days a week. Hot and cold food options are available.

School Uniform

Pitt Town Public School has a compulsory school uniform. Pitt Town students wear their uniform with pride. Uniforms can be purchased from **Lowes at Rouse Hill Town Centre**.

A second-hand uniform shop is available. Please contact the school office regarding the purchase of second-hand clothing.









Uniform policy

The uniform policy was established by the school and the school community and is discussed on a regular basis at our Parents and Citizens' association (P&C) meetings.

- ✓ Necklaces, bangles, or any other pieces of jewellery are not to be worn. Studs or sleepers are permissible in your child's ear. Any earrings that dangle or are decorative are not permitted as they can be pulled or torn accidentally from your child's ear.
- ✓ Rub on tattoos are not permitted as this is not part of the school's uniform.
- ✓ Nail polish is not permitted. Clear gloss is acceptable.
- ✓ Any lipstick or eye shadow is also against the school's uniform policy.
- ✓ Any long hair should be securely tied back or in ponytails. This is not only for safety but to minimise the risk of nits.
- ✓ Ribbons, hair bands and headbands are to be in school colours and at a reasonable size.



	Boys' Uniform	Girls' Uniform
Summer	<ul style="list-style-type: none"> • pale blue polo shirt with school crest • grey shorts • royal blue bucket hat or broad brimmed hat with school crest • grey socks • black shoes 	<ul style="list-style-type: none"> • dress made from school material with dropped waist and pleated skirt • royal blue skort and pale blue shirt with school crest • royal blue bucket hat or broad brimmed hat with school crest • white socks • black shoes
Winter	<ul style="list-style-type: none"> • pale blue polo shirt with school crest long or short sleeved. • grey shorts or trousers • royal blue jumper or jacket with school crest • royal blue bucket hat or broad brimmed hat with school crest • grey socks • black shoes 	<ul style="list-style-type: none"> • pale blue long sleeved blouse or pale blue polo shirt with school crest • school material tunic with dropped waist and pleated skirt or school material slacks or royal blue skort • royal blue jumper or jacket with school crest • royal blue bucket hat or broad brimmed hat with school crest • white socks or blue tights • black shoes
Sports	<ul style="list-style-type: none"> • school sport shirt • royal blue shorts or track pants • royal blue jumper or jacket with school crest • royal blue bucket hat or broad brimmed hat with school crest • white socks • suitable sports shoes 	<ul style="list-style-type: none"> • school sport shirt • royal blue skort, shorts, track pants • royal blue jumper or jacket with school crest • royal blue bucket hat or broad brimmed hat with school crest • white socks • suitable sports shoes

	Boys' Uniform	Girls' Uniform
Summer		
Winter		
Sports		
Hats and jackets Boys/ Girls		

Lost Property

Lost property can be searched for missing items any time either by student or parent/carer. It is located next to the junior toilets. Most items deposited in lost property are not named. Please ensure that all items brought to school are clearly labelled with your child's name and regularly checked that their name hasn't faded.

We encourage you to name EVERYTHING.

Children's Health, Safety and Wellbeing

Children's Health

Children should not be sent to school if they are unwell. A child who is ill is unable to fully participate in school activities and may pass on infection to other children.

A Sick Bay is available for children who become unwell during the day, but this is a very limited facility. The school will contact parents to collect unwell children.

Medical Details and Emergency Contact Information

It is essential for the school to have accurate information on each student's medical details, emergency telephone contact numbers and email addresses. Please assist in keeping these records up to date.

Essential information:

- ✓ All medical conditions your child has which the school needs to be informed about.
- ✓ Home address and telephone number for the child.
- ✓ Workplace telephone number for each parent / caregiver.
- ✓ Mobile telephone numbers.
- ✓ Doctor's name, address and telephone number.
- ✓ Name and telephone number of other people who can be contacted to assist in an emergency, if parents cannot be reached.

Medication

If it is necessary for your child to have medication at school, parents need to:

- ✓ Complete the [Medication Consent Form](#) available from the School Office,
- ✓ clearly label the medication with your child's name and dosage requirements and
- ✓ hand both the form and medication to office staff.

Medication will otherwise not be administered. Under no circumstances should children personally keep medication at school. For any prescription medications, you need to provide written direction from a medical professional. Prescription medication must be provided in the original packaging.

Asthma

If your child suffers from asthma, parents are required to complete a ***School Asthma Action Plan***, which clearly states the steps to be followed should your child have an asthma attack at school. ***An Asthma spray and spacer, clearly labelled with your child's name, needs to be supplied and left at the office.***

If your child is under a specialist's care for asthma management then a copy of your child's specific *Medical Asthma Plan* needs to be given to the school. Members of staff have received asthma training.

Allergies and Anaphylaxis

If a child has a known food allergy which is likely to cause an anaphylactic reaction parents are required to complete and update an **Anaphylaxis Management Plan** annually. The *Anaphylaxis Management Plan* must be discussed with the Principal or Assistant Principal and all medication including an epi-pen must be supplied by the parents and stored in the office.

Parents are also required to provide the school with an *Anaphylaxis Action Plan* developed by the child's doctor. The *Anaphylaxis Action Plan* must also be updated annually or sooner as required.

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are nuts, eggs, cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medications.

The school has a policy and procedures in place to minimise the risk of a child having an anaphylactic reaction at school. Parents/carers need to be aware, however, that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Parents should not have a false sense of security that an allergen has been eliminated from the environment. Instead, the school will work with parents and students to put in place a range of strategies to minimise the risk of a child being exposed to the allergens at school.

Because of the life threatening nature of the condition, food containing the potential triggers for an anaphylactic reaction must be kept away from children while at school. **We ask that no foods containing nuts as an active ingredient be brought to school by any child.** This means food such as loose nuts, peanut butter, muesli bars, Nutella or biscuits, chocolate or cakes containing nuts as an ingredient should not be part of any child's snacks or lunches at school. Parents are required to support this risk minimisation strategy.

It is also important that you discuss with your child that **food brought from home should not be shared with other children at school.**

More information can be found in the ASCIA Guidelines for Prevention of Food Anaphylactic Reactions in Schools which can be downloaded from ASCIA website: www.allergy.org.au
Members of staff have received training in Anaphylaxis and in the use of an epi-pen.

Infectious Conditions

	Exclusion of Cases	Exclusion of Contacts
COVID Positive	Should only attend school when symptom free	Not excluded.
Hand, Foot and Mouth disease	Exclude until all blisters have dried.	Not excluded.
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.

Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Human immunodeficiency virus infection (HIV/AIDS)	Exclusion is not necessary.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded unless considered necessary by the Secretary.
Leprosy	Exclude until approval to return has been given by the Secretary.	Not excluded.
Measles*	Exclude for at least 4 days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility.
Meningitis (bacteria - other than meningococcal meningitis)	Exclude until well.	Not excluded.
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving carrier eradication therapy.
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.
Pertussis* (whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment.
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced.	Not excluded.

Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.	Not excluded.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.



Toileting Needs

We ask all Kindergarten students to have a change of clothes provided in their bag in case of an accident.

Should your child have a toileting accident at school and they can adequately clean themselves, they will be provided a change of clothes if necessary which are to be washed and returned. Dirty clothes will be sent home to be washed.

If they are not able to clean themselves, parents will be called to either change the child at school or take them home.

School staff WILL NOT assist with changing to ensure the safety of both students and staff.

Head Lice

Head lice can be managed with the cooperation of parents and the school. They are not a threat to health and they do not spread other infections. As there is no guaranteed method of prevention, early detection is the best way to avoid an outbreak. It is recommended that parents check their children's hair regularly.

Head lice are found on hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but cannot be brushed off.

If lice or eggs are found	Treat hair immediately with a commercial head lice product or by using a hair conditioner (outlined below). Head Lice treatments are available from your pharmacy. Treatment must be repeated 7 days later.
The Department of Education and Early Childhood Development states: Children must not return to school until treatment has commenced.	
Step by Step Headlice Check	
Step 1	Comb any type of hair conditioner on dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or run around.
Step 2	Now comb sections of the hair with a fine tooth head lice comb.
Step 3	Wipe the conditioner from the comb onto a paper towel or tissue.
Step 4	Look on the tissue and on the comb for lice and eggs
Step 5	Repeat the combing for every part of the head

Inform the school if your child has head lice so we can make other families aware.

Sun Safety

The school has a Sun Smart Policy, which encourages responsible attitudes towards protection from the sun's harmful UV rays. In accordance with this, all learners are expected to wear sun smart hats (bucket hats - **not caps**). Those students without hats will be required to remain in the designated shade areas at all times when outside for lessons and/or recesses. Hats are not to be shared.

Sun Smart hats are part of our school uniform and can be purchased through Lowes at Rouse Hill Town Centre.

General Safety

It is important that children are educated from an early age in all aspects of safety. Please ensure that your child knows the following:

- their own name, address and telephone number;
- to avoid an interaction with people they do not know;
- to know who to talk to if they ever feel unsafe;
- to go straight home from school via a route previously agreed to by you. Please note: Kindergarten to Year 2 must be collected daily by their parent/carer or their older sibling at the start of the school year;
- to use the school crossing correctly;
- not to leave school without permission;
- not to bring items to school which are valuable or may cause accidents;
- when you expect them to go to after-school care; and
- when you expect them to catch the bus.

Parking and Pick Up

Remember to take care where you park the car when dropping children off or collecting them from school. Be aware of the dangers of turning and pulling out from the kerb when so many children are outside the school grounds. Ensure your child exits and enters the vehicle kerbside only. Parking restrictions apply and are displayed on the street parking signs. It is illegal to double park or park on the crossing in Buckingham Street. The street is regularly patrolled by local Highway Patrol and parking inspectors and fines are applied. Parents picking up children from the back gate are asked to ensure you are lined up on the school side of the road. Remain in your car and teachers will guide students into the cars in order to ensure their safety. Please display your family name in large letters in the window to make the process fast and smooth.

Bikes

Pitt Town Public School encourages children and their families to be active by walking or riding bicycles and scooters to school. As well as the obvious health benefits, this reduces the traffic congestion outside the school at the beginning and the end of the school day.

Children who ride bicycles or scooters to school can park them in the designated bike area. Children are not permitted to ride their bike or scooter in the playground on school days. They must walk their bike or scooter from the school gate to the lock up area. Helmets must be worn at all times when riding bikes and scooters to and from school. These rules also apply to adults riding. We thank you for your cooperation in modelling safe behaviours for our students.

Student Wellbeing

The Student Wellbeing Policy and programs, such as Second Steps, aim to foster respect and understanding and to develop a safe and happy environment for all members of the school community. It reflects student, staff and parent rights and responsibilities. The Wellbeing Policy is available for parental perusal.

Pitt Town Public School Student Wellbeing Policy is based on Positive Behaviour for Learning. Students at Pitt Town Public School are explicitly taught to be safe, respectful and responsible learners through our Positive Behaviour Learning program (PBL). Teachers use the language of PBL and specific behaviour expectations have been developed by a team of students, staff and parents. These expectations are displayed clearly around the school and reinforced through PBL lessons.

The core values to support the code of behaviour are:

SAFE RESPECTFUL RESPONSIBLE learners.

Positive Behaviour for Learning (PBL)

We have a set of rules for the classroom and the playground to protect the rights of everyone and to encourage responsibility in a positive manner.

Safe	Respectful	Responsible
<p>Be in the right place.</p> <p>Keep your hands & feet to yourself.</p> <p>Use equipment correctly.</p> <p>Walk on hard surfaces.</p>	<p>Be polite to staff, students and parents.</p> <p>Be an active listener and follow all adult directions.</p> <p>Include others.</p>	<p>Play and work sensibly and fairly.</p> <p>Look after school and own property.</p> <p>Report problems to a teacher.</p>



Parent & Community Involvement

The Principal and staff are most appreciative of assistance given by parents, friends and community members to ensure that Pitt Town Public School provides excellent educational programs. If you have special talents or skills, you may be willing to share these in classrooms during special weeks or programs, please let the school know. Any offers of time or help will be greatly accepted, whether it is on a one-off or regular basis in informal ways or through formal meeting structures.

P&C

The P&C meets at 7pm on the third Tuesday night of the month in the Hub at Pitt Town PS.

The 2024 Committee:

President – Nicole Leeds

Vice president – Rachael Bulbrook

Treasurer – Kirsti MacRae

Secretary – Rebecca Slack



Parent Involvement

Parents are encouraged to participate in a wide range of school activities. This may be assisting your child with school activities at home or becoming involved in a range of special events and activities. Parents working with children need to have a *Working with Children Check*.

Activities that parents can assist with may include:

- Listening to children read or assisting with programs such as Learning Links.
- Assisting with sporting teams.
- Helping classes to prepare for special events such as performances.
- Supporting community events by attending organised functions.

Communication

Whole School Assemblies: Held every Monday at 1.50pm under the COLA. Parents are invited to attend. At the conclusion of assembly, students return to their classrooms to be dismissed for the day.

Special awards: Parents of students who have earned an award will be contacted by the school office staff to notify them of when the award will be presented. Bronze awards (10 merits) are presented fortnightly on even weeks. Students receiving their Silver award (20 merits) will be presented their award in either Week 5 or 10 of the term and will also receive a canteen voucher. Gold awards (30 merits), Platinum awards (40 merits), or Diamond (50 merits) are presented at Presentation Day.

Newsletter: Our monthly Newsletter provides a forum for our Principal, teachers, parents and others in the school community to present items of common interest. The Newsletter is placed on the school website as well as on Sentral. The Newsletter always contains a calendar of coming events and important information about school activities. Paper versions of the Newsletter are available from the office on request.

School Website: All information about policies, notes, curriculum and school programs.

Sentral App (Parent Portal): Preferred communication method to families containing information about the school relating to your child(ren) regarding upcoming events and reminders; access to the school calendar; access to student reports and absences allowing parents to communicate directly to the school about past or future absence notices. It is ESSENTIAL to have this app.

SchoolBytes Parent App: a direct link for all payments and permissions for excursions, events and school fees.

Approaching the school: Parents are encouraged to email the teacher directly (email address provided at the beginning of the year) or email the school to request a meeting with class teachers, and/or the Principal. Please indicate what the matter is concerning, and a staff member will respond within two school days to arrange a meeting.

School Website: pitttown-p.schools.nsw.gov.au

Email: pitttown-p.school@det.nsw.edu.au

Reporting to Parents

Information nights are arranged during the year to communicate information across class and/or curriculum areas. Meet the Teacher Night is held early Term 1. Parent/Teacher Interviews are organised for Term 2. These interviews are an opportunity for parents to be informed on their child's progress and as an exchange of information between parents and teachers. Two written academic reports are sent to parents each year at the end of Term 2 and Term 4.

If, at any other time, you wish to discuss your child's progress with the teacher, an appointment time can be arranged. If you have any other concerns or enquiries, please contact the office to make an appointment.

Curriculum and Programs

The curriculum implemented at Pitt Town Public School is based on the sequential stages outlined by the NSW Education Standard Authority (NESA). The curriculum outlines what is important for all students to learn and develop during their time at school from Kindergarten to Year 6. The curriculum outlines the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. Teachers use the NSW Curriculum to plan student learning, assess student progress and report to parents.

The NSW Curriculum:

Learning Areas
English
Mathematics
Human Society and its Environment (HSIE) <ul style="list-style-type: none">• Geography• History
Science and Technology
Personal Development, Health and Physical Education (PH/H/PE)
Creative Arts <ul style="list-style-type: none">• Dance• Drama• Music• Visual Arts

Teaching sessions ensure knowledge and skills are taught through all learning areas so that learning is meaningful for students. The integrated focus on knowledge, skills and behaviours in the process of physical, personal and social growth, in the disciplines and across the curriculum helps students to develop deep understanding which can be transferred to new and different circumstances.

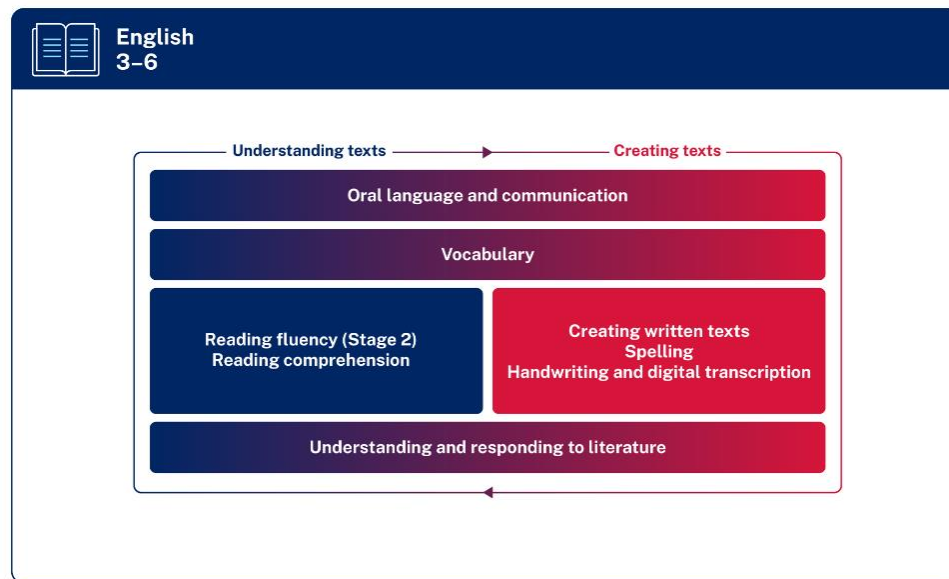
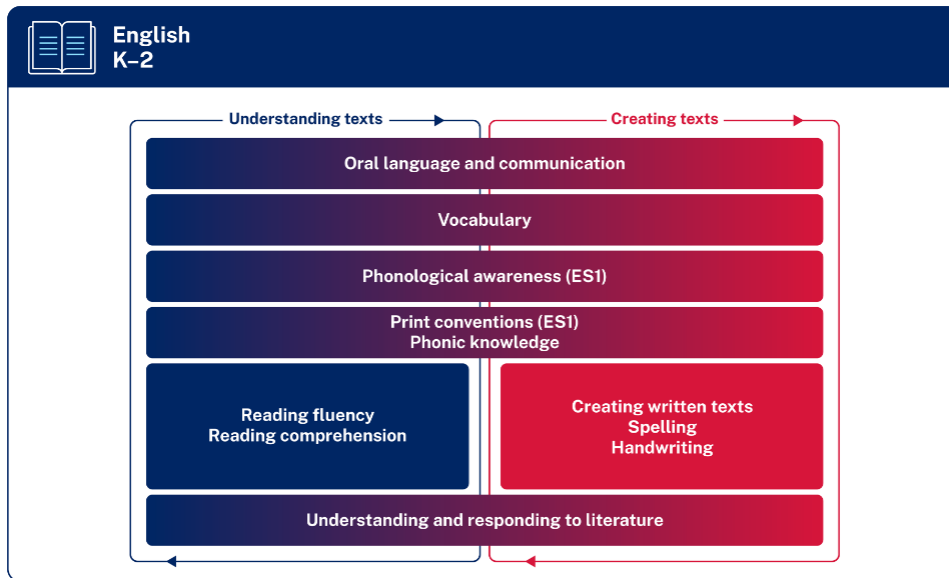
Curriculum planning across all levels of the school is an ongoing focus for staff. Teachers meet weekly to plan and coordinate learning experiences and to evaluate and moderate student progress.

The school works closely with families and is able to provide guidance about other services available in the community.



English

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. The organisation of outcomes and content for English K–10 highlights the role and connection that Understanding Texts and Creating Texts have across all areas of English. The organisation of outcomes and content reflects the essential knowledge, understanding and skills that students are expected to learn, including the study of a wide range of literature. The diagrams below show the focus areas for English.



Home Reading

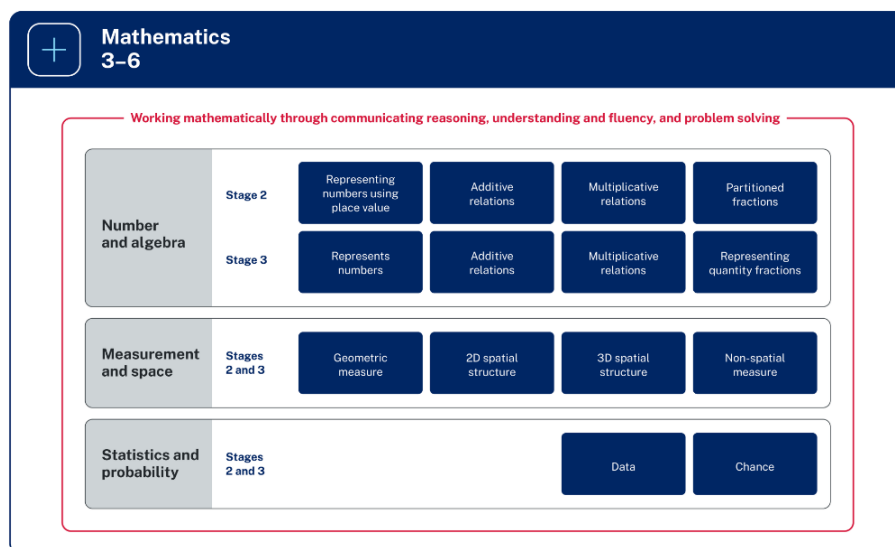
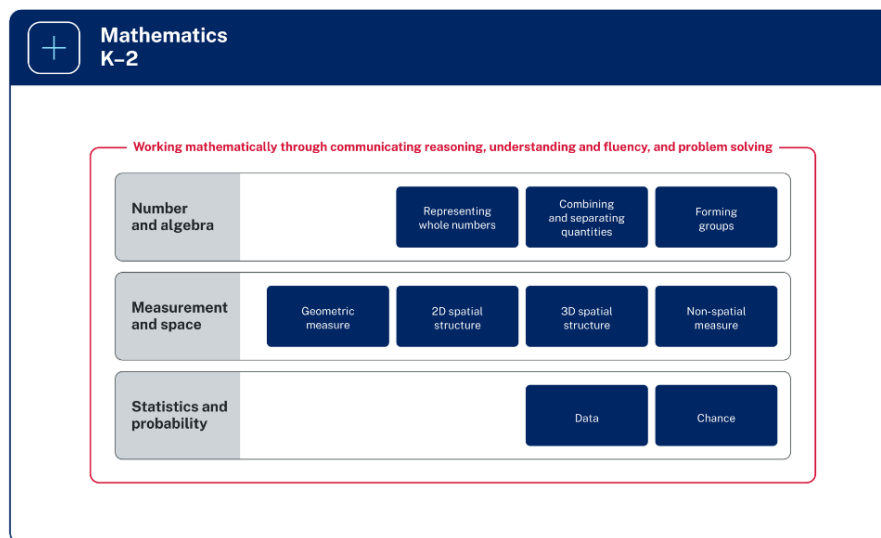
Students are expected to read at home each night. Reading should be an enjoyable and relaxing activity. For beginning readers, this will involve sharing decodable books with their family. Books may include a book they have already read with the teacher; a book they have chosen themselves from the school library or a book they are reading as part of a literature study. As a student's reading confidence and competence develops, parents are asked to listen to their child read and discuss the text to assist the development of reading comprehension.

Literacy Support Program

At Pitt Town Public School, the classroom teacher and the learning support teacher assist students to develop the skills to read, write and speak English. The level and frequency of support available to the student varies according to the student's needs and the number of students requiring support across the school.

Mathematics

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives. The diagrams below show the focus areas for mathematics.



Library

The school has a spacious and well stocked Library. Students are encouraged to use and borrow books on a regular basis. All classes have a library session each week with the Librarian, Mrs Martin. Every classroom also has their own classroom library set up using the books from the school library. This ensures that students have daily access to quality reading material.

Digital Learning

Digital devices such as laptops, iPads, and electronic smartboards are used in our teaching and learning programs. All classrooms have laptops and iPads which students access routinely throughout the day. We explicitly teach students about being good 'digital citizens' and cyber safety. We believe that, in partnership with families, we can ensure students have the skills required to make effective use of technology, while maintaining a balance. It is critical that students learn the value of technology beyond entertainment.

Specialist Programs

Throughout the year, as part of PD/H/PE and Creative Arts, we will endeavour to access specialist teachers, particularly for gymnastics and dance. Every class attends a weekly session, when available, in these specialist areas.

Personal Development, Health & Physical Education

The study of PDHPE in K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives. Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity.
- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts.
- value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.

Aquatic Education Program

A two-week intensive swimming program is implemented biennially for all students in Stage 1 who need swimming development. During Term 4, students participate in 30-minute swimming lessons. The children are grouped according to swimming experience and ability. They are taught by qualified swimming instructors. As swimming and water safety are important components of the Physical Education Program at Pitt Town Public School, it is expected that all children who are non-swimmers and low confidence swimmers participate in the 10-day intensive swimming program.

PSSA Knock Out Competitions

Throughout the year, students in Stages 2 and 3 participate in a range of sporting competitions against other schools in the local area and, potentially, schools across the state. There is a variety of sports for boys and girls, including basketball, AFL, soccer, netball and cricket.

PSSA Carnivals

Term 1	Hawkesbury District Swimming Carnival
Term 2	Hawkesbury District Cross Country Carnival
Term 3	Hawkesbury District Athletics Carnival

Hawkesbury PSSA Sydney West

Students who demonstrate high potential in some sports, are able to try out for possible selection in a Hawkesbury team to compete in a Sydney West Carnival.

Creative Arts – Dance, Drama, Music, Visual Arts

The Creative Arts Program follows the NSW Curriculum (NESA). Over the course of a year, students learn skills in music, dance, drama and visual arts. They use these skills to develop their own compositions, choreograph their own movement sequences and create their own dramatic pieces. Students also explore and respond to the arts, which include reflections about their own and others' works and studies of art works from other cultures or periods of history. Units of work complement the classroom studies, enriching the student's learning as well as allowing the students to bring their own experiences and learning to the performing arts.

Study in the Creative Arts provides students with strong discipline-based knowledge and the fundamental skills, creative expertise, learning mindset and critical capabilities for the future world of work. Creative Arts students experience and develop the complex skills required to create and test ideas, generate creative works with confidence, shape inquiry and critically evaluate and reflect on what they do. Study in the Creative Arts prepares students to be significant producers and informed consumers of culture.

Education Week Open Day

The school celebrates Education Week, usually Term 3 Week 3, with a whole school assembly and co-curricular groups showcasing their learning. Classrooms are open for families to enter and see child/ren learning in action.

Science and Technology

Through studying Science and Technology, students explore scientific and technological concepts and gain knowledge and understanding of the world. They develop skills in conducting scientific investigations and designing and producing solutions through learning about the Living World, Material World, Physical World, Earth and Space, and Digital Technologies.

HSIE (History and Geography)

Human Society and its Environment is the study of how humans interact with the world, how society operates and how it is changing. Through the study of HSIE, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world.

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Co-Curricular and Enrichment Programs

Student Representative Council

The Student Representative Council (SRC) is made up of representatives from each class who have been elected by their peers. The SRC meets regularly and has input into many decisions that are made in the school. The SRC representatives are able to present concerns at their meetings. They also raise funds for a variety of charities or to purchase equipment/games for the school.

Choir

Pitt Town PS Choir is made up of students from Years K-6. Staff and students volunteer their time during lunchtimes to enjoy singing together. The choir performs several times throughout the year, in school, out in the community and as part of wider community competitions and events.

Grub Club

Children interested in volunteering their time to make our school more sustainable meet with a teacher one lunchtime a week, to discuss, plan and implement actions such as recycling and composting and look after our vegetable patches.

Lego League

Those that participate in Lego League can work independently or in small groups. Challenge cards are given to engage and create many tasks. Young engineers will love tackling the different designs

Drumming/Percussion Group

Students will appreciate a djembe drum, its history and culture. Research has proven the importance of music education in the school curriculum. It helps with confidence, discipline and the ability to work as a team. Drumming also impacts on other subjects.

Junior and Senior Dance Groups

These groups practise at school and perform at various locations representing the school. Students are taught and given learning opportunities which develop and recognise different learning styles in dance.

Mindfulness

Mindfulness activities can include yoga, stretching, colouring in and singing. This is a time students can relax. Mindfulness relieves stress and anxiety. It can help with the ability to focus and regulate emotions.



Excursions and Incursions

Throughout the year, students will be involved in excursions out of the school or attend special performances or activities provided by groups visiting the school. These direct experiences will be related to their classroom programs and are an integral part of your child's education. Therefore, it is expected that your child will participate. Parents will be required to pay the cost of excursions. Costs cover expenses such as transport, entry fees to venues, presenters etc. Your permission is required for all excursions. Parents who are having difficulty meeting the cost of excursions should speak to the Principal and a payment plan can be devised.

Outdoor Education Program

An Outdoor Education Program operates for students in Years 4 to 6. Camps are a wonderful opportunity for students as they foster the development of positive relationships and further develop the children's independence in a different educational setting.

Children in Year 4 attend an overnight camp.

Children in Years 5 and 6 attend a three-day camp.

Camp locations alternate from year to year to provide the opportunity for children to experience a range of environments. More detailed information regarding camps will be sent home to families when final details are confirmed. Families are expected to pay the cost of attending the Outdoor Education Program.



Student Permission Forms

Parental permission to meet the Department of Education requirements is required for Consent for Medical Attention and Permission to Publish. Parents are required to sign the required permission forms before your child commences school.

Permission to Publish

Permission to Publish is sought in order to promote the school in the educational and local community and on the school's website, in newsletters and sometimes the media are invited or they request the opportunity to film and photograph the school programs and special events.

Other than first names and the school details, no personal information about students would ever be provided without specific parental permission.

Parents and carers who have security concerns regarding custody and restraining orders or personally object to images of their child being used are asked to contact the Principal to inform us if your child is **not** to be included.

