SYDNEY JAPANESE INTERNATIONAL SCHOOL

Parent Handbook 2017

112 Booralie Road, Terrey Hills, NSW 2084 Phone: (02) 9450 1833 Fax: (02) 9450 1192

CONTENTS

	Page
Welcome letter	3
Learning about your school and class	4
Periodic meetings	4
Contacting staff members	4
The Parent Teacher Association	5
School routines	6
School hours	6
Getting to school and going home	6
Recess and Lunch	8
Assemblies	8
Newsletters	8
Calendars	9
When you change your address/telephone number	9
Illness and absences	10
The Primary Curriculum	11
Key Learning Areas	11
Covering the curriculum	12
A positive and caring school climate	14
Class environment	14
Student Services Committee	14
Supporting the curriculum	15
Reports, examinations and assessment	15
Handwriting and presentation	15
Exercise books and stationery	16
Excursions and special activities	16
The school uniform	18
School rules	19
The SJIS Code of Conduct	19
SJIS Nut Free Policy	20
Computer Rules	21

WELCOME LETTER

Dear Parents,

This Handbook is written for the information of all parents and children of the Sydney Japanese International School (SJIS) International Division. For those of you who are new to the school, it will serve as an introduction to our school's aims, aspirations and activities. Parents of children already within the school should find a re-reading to be of benefit, both to refresh your memories and because some sections have been revised and updated.

I hope that the contents of the Handbook, together with regular newsletters, will not only help you to become familiar with the school and its operation, but also to generate a genuine, helpful interest in its continued expansion and growth.

Within SJIS there has grown a strong tradition of co-operation and friendship between parents and staff. Where the home collaborates with the school in matters of policy and practice, it is more likely that the children will be able to make the most of the educational experiences. Parents and friends of SJIS are invited to maintain close contact with the school, for it is our wish that there continues to be a very close, constructive and harmonious relationship between home and school.

In the following pages, information on the school curriculum and organisation is set out in three general sections. The first of these deals with some historical information about the school, its facilities, its philosophy, its administration and its teaching structures. There is a descriptive outline of the subject content taught in the International Division classes. A third section covers uniform regulations, basic school rules, special events and sundry items of information.

As parents, you are invited to contact me should you need advice or information on any aspect of the school as it affects the education of your child. Together with our Principal, teachers and staff, I hope your children's school experiences will be fruitful and valuable as they grow to become scholars and dedicated citizens of this world we live in. May your family also gain pleasure from seeing the growth of your children in all areas of accomplishment and in the richness of the experiences that the whole of the Sydney Japanese International School community has to offer.

Mrs Jodie Hoenig
Deputy Principal International Division
Email: jodie.hoenig@sjs.nsw.edu.au

LEARNING ABOUT YOUR SCHOOL AND CLASS

Contact between the school and home is of utmost importance. Formal meetings and events that enable parents to meet teachers, and one another, occur throughout the year. There are also times when you will need to contact a teacher or administrator. News from the school to home is also an essential part of an effective school-home partnership.

Periodic meetings

Parent-Teacher Information Meetings provide parents with an overview of the class syllabus and management strategies of the teachers working with your child. Parents have the opportunity to meet the teachers and ask general questions about the class or subjects being taught. These meetings are held in each classroom at the beginning of each year, usually in January or February. Issues pertaining to your individual child are not discussed in this forum.

Two **Parent-Teacher Interviews** are set up during the school year. The first takes place at the end of Term 1, and the second in Term 3. These interviews may be conducted with the student present if arrangements have been made. Parents are given the opportunity to discuss with class teachers, children's strengths and areas where more work or support may be required, as well as information that may be of assistance in making the children's learning experience happy, rewarding and successful. Work samples from your child are also presented to give you an idea of the quality of your child's work and also the kind of work being completed in the Key Learning Areas.

Interviews with Japanese Language teachers are held twice a year. You will meet with the Japanese Language teacher and discuss your child's progress in this area of study.

Parent Teacher Association (PTA) Meetings are held each month. This forum serves the dual purpose informing parents in more detail of the significant developments occurring in the International Division as well as to conduct the affairs of the PTA with the class representatives and any parents wishing to attend (see next page for more information about the PTA).

Contacting staff members

You may find the need to contact a member of staff from time to time. As teachers are not always available to speak to you when you wish, we suggest the following procedure:

- To inform a teacher of a matter pertaining to your child's health or specific work, a note placed in an envelope with the staff member's name is most effective. Alternatively, you can send an email to the teacher at school.

- To discuss a matter of concern which can be addressed by phone or by email, you may contact reception on 9450 1833 and leave a message for the staff member to return your call, suggesting an appropriate time.

- Matters of a more serious nature should be discussed in a face-to-face meeting with the staff member(s). You should ring the school to request an appointment. Please take into consideration the scheduled interview times, which occur in Term 1 and Term 3, and which may suffice in discussing issues.

The classroom teacher is your first port of call in most matters concerning your child. You may hear things from your child or other parents that concern you, so we urge you to clarify these concerns directly with the teachers and refrain from placing importance on rumours. Please only contact the Principal or Deputy Principal of International Division when the above process has not resolved your issue satisfactorily.

Title	Name	Contact details
Principal, SJIS	Mr Masamichi Miura	masamichi.miura@sjs.nsw.edu.au
General Manager	Mr Masao Miyairi	masao.miyairi@sjs.nsw.edu.au
Deputy Principal SJIS International Division	Mrs Jodie Hoenig	jodie.hoenig@sjs.nsw.edu.au
Executive Assistant/Enrolment International Division	Ms Kuniko Sheather	kuniko.sheather@sjs.nsw.edu.au
Head Accountant	Mr Yasuhiro Yamanaka	yasuhiro.yamanaka@sjs.nsw.edu.au
Fees and Accounts	Ms Tamami Richardson	tamami.richardson@sjs.nsw.edu.au
Bus Services Coordinator	Mrs Chikage Dunn	chikage.dunn@sjs.nsw.edu.au

<u>The Parent Teacher Association (PTA)</u>

We encourage parents to become active members of the **Parent Teacher Association.** SJIS enjoys an active, dynamic environment that provides parents with ample opportunity to be a part of the school community. Language has often been an obstacle for many parents as many of our parents are not bi-lingual. For this reason, separate PTA meetings are held to facilitate parent involvement. The steering committee meeting is also held monthly with the Japanese Division PTA. The primary objective of the PTA is to raise funds for the school.

Parents are welcome to attend many other school events, such as festivals, ceremonies, Sports Days and other activities. These provide an ideal opportunity for cultivating positive relationships within the school.

SCHOOL ROUTINES

School hours

8.30 a.m. - 3.20 p.m.

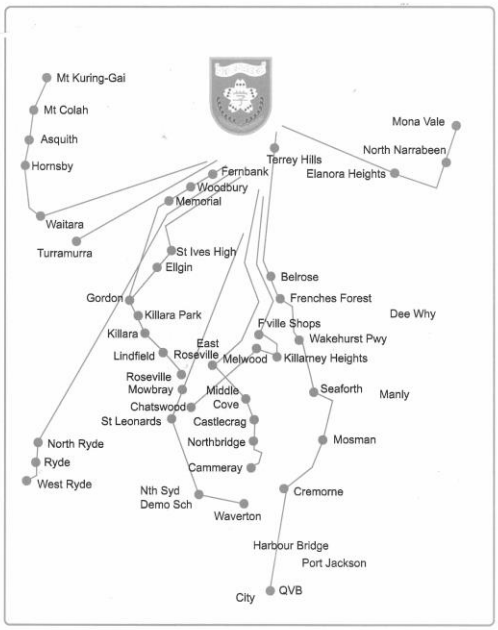
It is emphasised that children are expected to be punctual and present for homeroom at 8.30 a.m. We realise that this may impose some strain on family organisation, but if the children are to conform to the general pattern of discipline within the school their day should begin in a well-organised fashion. Furthermore, if the school is to provide the educational function parents expect, parents will logically co-operate willingly in achieving that end.

Getting to school and going home

Arriving and leaving by car

There are members of staff on duty on the playground from 8:00 a.m. Children dropped off by car are to leave school bags outside their classroom door and may play on the oval until the bell rings at 8:30 a.m., when they are to go to their classrooms.

When picking up your child in the afternoon, please meet your child at the rear of the Assembly Hall. Parents are asked not to park or drive in the Bus Zone on the south side of the Assembly Hall. Children should not be left at school beyond the prescribed hours. In those rare instances when a parent may be late in collecting a child, every effort should be made to contact the school office and advise of an expected arrival time. This avoids undue distress to the child as well as inconvenience to the office staff, who may be called upon to find out what has happened to the missing parent.



Pupils should not arrive at school unnecessarily early, as there is no supervision before 8.00 a.m.

Arriving and leaving by bus

The school recognises the fact that most students use bus transport and we are very careful to make sure this form of transport is working well. The buses are not operated by the school so we have limited control over the service. However, we do have a close working relationship with the bus companies.

Buses use the **Bus Zone** as a safe drop-off/pick-up area within the school grounds. Students arriving before the bell at 8:30 a.m. are to leave their school bags outside the

door of their classroom and may play on the oval until the bell rings. They may not remain in the Bus Zone.

Enquiries regarding the bus service can be directed to the SJIS Bus Liaison Officer, Ms Kana Tada, at the school office. A Bus Committee manages all matters concerning bus routes and works with all teachers in keeping the system operating smoothly and safely. Parent representatives are selected each year to monitor the pick-up and drop-off at each bus stop. Meetings with these representatives are held periodically to keep them informed of all issues related to the operation and safety of bus transport.

Be sure your child knows the safety rules for both streets and buses. Some of those rules are listed below:

Practicing safe behaviour

- Cross where there are traffic lights.
- Look right, then left, then right again before attempting to cross a road.
- Do not cross if traffic is near.
- Use a marked pedestrian crossing if there is one nearby.
- Walk quickly across the road, but do not run.
- Take special care when getting on and off a bus.
- Do not to step out from behind parked cars or buses.
- Play games in a safe place, away from the street.

Recess and lunch

Recess is from 10:25 a.m. – 10:50 a.m.
Lunch is from 12:35 p.m. – 1:20 p.m.

Recess periods are meant to be a break and rest for the students. On a fine day, recess is held in the playground area and Oval 1. If weather is inclement, a red cone is placed on the long jump track to indicate an indoor recess. Students remain in the classrooms and have a quiet playtime. A red cone may also be placed on the long jump track when extremely high temperatures are reached, with children directed to stay indoors at those times.

Pupils bring their lunches to school or may order lunch from the tuck shop. **Lunch Orders** must be taken to the tuck shop in the morning, via the downstairs front entrance of the administration building. Any uneaten food is to be taken home. All children eat lunch under the supervision of members of staff in their classrooms.

Food Allergies: Some SJIS students have severe allergies to certain foods. Parents will be advised of this each year and asked to respect the needs of our students who have life-threatening allergies. It is the parents' responsibility to keep the school informed of all health matters pertaining to their children. As the NSW Department of Health warns that occurances of nut allergy are rising, we ask that parents refrain from sending nut-based snacks and lunches to school (please refer to nut –free guidelines attached in the handbook).

Assemblies

Each week an International Division assembly is held to honour achievements and recognise outstanding students. These assemblies fall on Friday afternoons.
There are also combined SJIS primary school assemblies with the International and Japanese Divisions held once a month, and a whole school assembly with the SJIS High School once a month. Special assemblies to honour events or festivals are held periodically and will usually be announced in the newsletter, *Kakehashi.*
Parents are welcome to attend assemblies.

Newsletters

The weekly newsletter for the International Division, *Kakehashi,* is sent home via email each Friday afternoon. This newsletter contains school news, awards, messages from each class, a message from the Deputy Principal of International Division, and a calendar of upcoming events. It is important to let the school know if your child has received a special award outside of school, so we can share his/her achievement with the school community.

The monthly newsletter, *Terrey Hills,* is sent to parents in the first week of each month, also by email. This newsletter contains information from each Division of the school and has sections in both English and Japanese. We are not able to translate all news in this newsletter, but will attempt to send relevant information in both languages as much as possible. A message from the SJIS Principal is always placed in this newsletter and appears in both languages.

Calendars

The school calendar is sent to parents twice a year in April, and December. A term calendar appears in *Kakehashi* at the beginning of each term to inform parents of planned events. Please mark important events on your home calendars, and watch for changes or updates which will appear in *Kakehashi.*

When you change your address/telephone number

Please notify the class teacher if:

- You change your address and/or home or business telephone numbers.
- You are going away and leaving your child in the charge of someone else.

All children should know their home address and telephone number.

ILLNESS AND ABSENCES

The following rules are very important. They concern your child's health and safety.

- Should a child not be well at the beginning of the day, they should not be sent to school.
- If your child is absent because of illness, you are asked to telephone the school reception between 8:30 am - 10.00 a.m. At that time or as soon as possible thereafter, it would be appreciated if an indication of any likely extended absence could be given. The school should be notified of any infectious illnesses immediately you are aware of them.
- All absences from school must be explained by a letter signed by a parent or guardian.
  a) The letter or note must be brought to school by the child on the day they return.
  b) The actual dates of absences should be stated.
- If you wish your child to take leave from school during term for any reason, an application in writing must be made to the Principal, signed by the parent or guardian, giving reasons, and at least two weeks prior to the intended leave.

Of course, in emergencies when this procedure cannot be followed, the quickest means of communicating with the school may be used.
Appointments with doctors, dentists, etc., should be arranged in out-of-school hours. Relatives should be farewelled or greeted before or after school. Haircuts should not impinge on class time.
If it is only possible to arrange a medical, dental, optometry, etc. appointment during school time, the child should bring a note to the class teacher, indicating time of appointment, time of leaving school and the expected time of return. Children will not be permitted to leave the school unless in the company of a parent or relative.

Should your child need to have any form of medication at school, please inform the class teacher by note or letter. Please do not rely on verbal instructions either to the child or to an older brother or sister. However reliable they may be, confusion can have potentially disastrous results for the child who is to receive the medication. It is of the utmost importance that you inform us if there is anything about your child's health which could affect their work, or participation in activities at school.

Your child should have adequate rest
From time to time we find that some children are tired in the mornings - yawning and unreceptive to work in the classroom. Some comments about television or other activities not directly linked to the children indicate that many of the children go to bed too late. We would ask that children go to bed at a reasonable time, according to their age. A tired student cannot perform well at school.

Hearing and eyesight
Parents should be aware of their child’s hearing and eyesight function, and arrange for thorough testing if there is any doubt. Small children frequently become temporarily deaf through colds or allergies. These things can and do affect the child's ability to learn, and we seek your co-operation at all times. Please inform your child's teacher each time you notice any problems such as the above, so that special consideration may be given to the child.

THE PRIMARY CURRICULUM

Key Learning Areas

English

The aim of English in Years K-6 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. In 2014, the new English syllabus linked to the Australian curriculum introduced a greater focus on quality literature, as well as cross curriculum priorities of indigenous history and culture, Asia and Australia's engagement with Asia, and sustainability. In each year students study spoken, print, visual, multimedia and digital texts.

Mathematics

Students learn about number and algebra, statistics and probability, measurement, geometry and working mathematically, while developing problem solving, reasoning, understanding, fluency and communicating skills. The aim of Mathematics in Years K-6 is for students to be confident and creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. From time to time, classes in some grade levels integrate their Mathematics lessons with the Japanese Division classes in order to enrich their experience in Mathematics as well as second language development. Enrichment programs such as Maths Olympiad are available to students with high abilities in Maths, as well as the online support given through the Mathletics program.

Science and Technology

Science and Technology involves the skills of questioning, predicting, collecting and analysing data, developing explanations and designing solutions. The aim is to foster students' sense of wonder and expand their natural curiosity about the world around them. We develop students' competence and creativity in applying process of working scientifically and working technologically to appreciate and understand the Natural Environment and Made Environment. Students learn to recognise the importance and relevance of science and technology in their lives now and for the future.

Human Society and its Environment (HSIE), including History.

The HSIE key learning area includes History and Geography. History aims to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of its impact on the present and develop the skills of historical inquiry. In Geography, we stimulate students' interest in and engagement with the world. Through geographical inquiry, they develop an understanding of the interactions between people, places and environment.

Creative and Practical Arts

Students develop the technical competence and skills of designing and performing as well as learning appreciation and self-expression in the visual and practical arts, which include music, dance and drama. Music and art classes are taught as a "mixed lesson" for two terms per year with students from the Japanese Division. Instruction in these classes is in both English and Japanese.

Personal Development, Health & Physical Education (PDHPE)

In the key learning area of PDHPE, students learn to develop an active, healthy lifestyle participating in regular physical activity. They develop skills in inter-personal relationships as well as positive values, attitudes and beliefs. Physical Education (PE) classes, which are included in the PDHPE curriculum, are mixed lessons with Japanese and International Division students during certain terms of the year. Instruction is in Japanese and/or English.

Program You Can Do It!

Resources and concepts of this social-emotional development program are integrated into all International Division classrooms. The programs develop in students positive habits of the mind that support **Resilience, Confidence, Persistence, Organisation, and Getting Along** – the 5 Foundations of Success. Concepts are supported within the existing academic subject areas and lessons are occasionally taught as part of the Personal Development area.

Japanese Language and Culture

What sets our school apart from other schools is the significant exposure to Japanese language and culture. Japanese language classes are held daily for 50 minutes. Students learn the written and oral basics of the language, as well as cultural features that complement their understanding of Japanese language. Students are placed in groups for Japanese language, ranging from beginner to advanced level. Native Japanese speakers are accommodated in our background speakers' classes, while newcomers may receive some intensive assistance prior to joining a leveled group. Language skills are reinforced in music, art and PE classes during terms when mixed lessons take place. These lessons are taught primarily in Japanese with the International Division students learning alongside Japanese Division students.

A POSITIVE AND CARING SCHOOL CLIMATE

We know that children learn better in a warm, caring and accepting environment. We endeavour to create such an environment at SJIS in all aspects of school life. Learning is enhanced when children feel encouraged and guided. High standards are maintained by close attention to the school climate as well as recognising outstanding achievements in academics and behaviour. Acknowledgement is expressed to students through praise and frequent assessment, as well as through merit certificates and awards.

Class environment

Children have a "home class" which is determined by their grade level. Other forms of grouping may occur to enhance learning, which may involve children learning in small groups, streamed (ability) groups, or by spending time in other classrooms. The 'home' teacher may work with their Japanese counterpart, especially in mixed lessons.

SUPPORTING THE CURRICULUM

Library and technology resources

Our well-resourced library is open to students Monday, Tuesday, Thursday and Friday, with library and research skills taught by our librarian. Students receive a lesson and exchange books each week to compliment the curriculum being taught in the classrooms. The International Division librarian works two days per week.

Each classroom is equipped with networked computers, and interactive whiteboards. We also have two fully-networked computer labs where each student in the class may work on a computer at the same time. When assignments require computer technology, access to that technology is readily available at the school; however there may be assignments to be completed at home. You should contact the class teacher if computer technology is not an option in your home. Students are required to follow internet use guidelines set out in the Computer Rules document attached.

Reports, examinations and assessment

Teachers continually assess students using a variety of methods. Reporting the results of this assessment to parents requires a teacher to consider a student's achievement towards set goals established by the teacher and the school. Parents and students are encouraged to play an active role in the evaluation of student progress. This means that the reports will act as useful indicators of a child's strength and weakness as compared to the grade level goals and expectations. Teachers, parents, and most importantly, students will take the information from these reports to find the most effective strategies for successful learning.

Formal reports are prepared once each semester. In addition to these reports, parents should look at their child's work samples on a regular basis and attend parent-teacher interviews, which take place twice a year. Parents are also encouraged to make an appointment with the classroom teacher if they have any special concerns about their child's progress. Appointments should be made by contacting the school.

Handwriting and presentation

A great deal of emphasis is placed on the handwriting and presentation of every child's work. Every pupil is expected to give their best effort. We seek parents' co-operation in this matter.

Children in lower primary grades use pencil for writing and learn Foundation Writing. Later they will learn cursive writing. Handwriting lessons are a part of the weekly plan in all classes.

The use of ballpoint pens is at the discretion of the teacher and usually requires a degree of handwriting proficiency before students are allowed to write with pens.

Exercise books, text books and stationery

Books and stationery items are ordered and paid for prior to the start of the school year, usually in December. Every child receives a basic kit upon commencement at SJIS International Division.

Every effort is made to anticipate the needs of the children prior to the beginning of the school year. However, it may be necessary to purchase some individual items at other times of the year.
Texts and exercise books must be covered in plastic or paper and you will be asked to do this over the course of the first weeks of Term 1.

Pages are not to be removed from exercise books by children or their parents. Teachers gain valuable insights into the progress of a child, and the type of difficulties they may be experiencing, from their errors as much as from their satisfactory completion of work. Also, books may fall apart and valuable work may be lost if pages are removed.

If a teacher feels it is necessary to remove a page, then he or she may, of course, do so.

Excursions and Special Activities

Excursions and activities may be arranged for students from time to time and are related to their lessons in various subjects or as part of a festival celebration or integrative/team building activity. They are an integral part of the school curriculum, and as such are compulsory. In principle, there is one excursion per term. These events are planned well in advance and will be included on the calendar in *Kakehashi.*

Signed permission from parents is required for all excursions. Parents are occasionally asked to accompany classes on excursions and your help is always appreciated.

A fee is often invoiced to cover the cost of excursions and activities, including bus transport. If a child is not able to participate in an excursion, the teacher must be told well in advance. If a student is absent on the day of an excursion a refund may not be given. Excursion costs are normally invoiced to parents when fees are collected.

Year 5 and Year 6 participate in an **overnight camp** to learn outdoor skills and to build friendships with classmates from the Japanese Division. They also go to **Canberra** for 3 days as part of their study of government. This experience also encourages positive attitudes and relationships between the two Divisions of the school.

Integration with other schools is a regular activity involving our students and the students of other local schools or international schools in Sydney. The activities may be in the area of sports, cultural awareness, or friendship. Year 6 are involved with **debating competitions** with local area schools.

THE SCHOOL UNIFORM

The school uniform sets the tone for a positive and orderly environment. Children should wear their uniform proudly by keeping it clean, wearing it as it is designed to be worn, and replacing items when needed.

The school uniform must be worn in class as well as to and from school. Some exceptions are made for some excursions and special activities.

- PE clothes may be worn in class in the morning if the PE lesson is before lunch. It may be worn during the afternoon if the PE lesson is after lunch.
- Black leather shoes are to be worn to and from school. Boots or high-cut sports shoes are not permitted. Students change into sports shoes upon arrival at school.
- For special ceremonies, full school uniform must be worn.
- Winter uniform changes are in May and summer uniform changes are in October. The changeover occurs during the first week of those months.
- The school cap with flaps to protect the neck and ears must be worn during PE lessons and for recess.

SCHOOL RULES

The following rules warrant review by students, parents, and teachers. It cannot be assumed that rules not listed here do not exist. Instead, we will assume that most misbehaviour is a result of a student's disregard for the guidance explicit in the Code of Conduct.

- Students must arrive at school and to all classes on time. Students arriving late for a lesson must give a valid reason and apologize to the teacher. (*Responsibility*)
- All students must wear a hat when playing outdoors. (*Responsibility)*
- **Entering special rooms and the staff room.** Students should have a teacher's permission prior to entering special rooms or the staff room. They should be respectful and quiet. It is customary to use the correct greeting when entering the staff room ("Shitsurei Shimasu"), and leaving ("Shitsurei Shimashita"). (*Respect, Courtesy)*
- Exchange greetings and bow slightly when greeting teachers or visitors. Kind and courteous greetings should be used with friends.
- Words or language that is impolite, offensive or hurtful is not permitted.
- Bullying and swearing is not permitted.
- The colouring or dyeing of hair is not allowed.
- Leave valuables or unnecessary belongings at home.
- Watches are not allowed at school.
- All articles of clothing and personal property must be marked with your name.

THE SYDNEY JAPANESE INTERNATIONAL SCHOOL CODE OF CONDUCT

Courtesy:	Act kindly and in a courteous manner towards others.
Honesty:	Be truthful in all relations with others.
Responsibility:	Assume responsibility for your obligations and belongings. Be punctual and wear the school uniform proudly.
Justice:	Seek the fair and just way for all and be willing to compromise.
Generosity:	Be generous and giving to others.
Perseverance:	Try your best in all endeavours.
Respect:	Everyone at SJIS has the right to teach and to learn in an environment of mutual respect and tolerance. Show respect to others, yourself and your environment.

Lost property

Articles of clothing and other belongings found at the school are deposited in the Lost Property Container inside the main office of the Administration Building. Enquiries about mislaid valuables such as wallets, watches, bus passes, etc. should be made to the school receptionist.

Property left unclaimed at the end of the year will be given to charity.

Valuable articles

Under normal circumstances, articles of high value and/or large sums of money should not be brought to school. If there is a special reason for doing so, valuables should be left in the care of the class teacher.

Jewellery

The only jewellery items permitted are "sleeper" type ear-rings for girls. No pendulum or "chunky" ear-rings are permitted. Necklaces and bangles are not permitted.

Sydney Japanese International School Nut Free Policy

RATIONALE

An important issue at Sydney Japanese International School is the prevalence of students who have a mild to severe allergy to nuts, and particularly peanuts. The NSW Department of Health warns that the occurrence of nut allergy is rising and is of concern within the general community. Food allergies affect only a small proportion of the population; however the effect on a susceptible person consuming allergenic proteins can be detrimental to their health and potentially fatal.

GUIDELINES

Our duty of care at this stage is focused upon the students within our care who exhibit a variety of symptoms from minor to extremely severe on the slightest contact with nut based products. In severe cases it may cause anaphylactic shock, a life threatening allergic reaction which causes the heart to stop beating.

In conjunction with the parents of the individual students and their teachers, action plans and awareness have been developed and are in place within the school. The older students themselves are aware of their allergies and can avoid the products when obvious.

The difficulty is that in several instances the smallest and casual contact with nuts, nut dust and nut based spreads including peanut paste and hazelnut spread can cause a severe reaction.
As a result of discussions with the Department of Health and parents we are asking that parents of all students avoid all nuts and the use of nut based spreads in the provision of snacks and lunches to students at the school. This especially means avoiding peanut paste, hazelnut spread, nut bars and bags of nuts (a list of foods to avoid is attached).

Understandably, this is a difficult issue in terms of eating habits of children, however, as we are a caring school community, all parents would appreciate the need for the Sydney Japanese International School and its community to ensure the safety of all students at our school.

Foods Containing Peanuts

The following foods are the most common and likely to appear in school lunches:

- Peanut butter sandwiches
- Peanut butter dips and crackers
- Reeses Peanut Butter Cups
- All Chocolate/Hazelnut spreads
- Nutella contains 68% peanuts, 18% hazelnuts
- Nutella dips and crackers
- Snickers Bars
- Snickers Pods
- Picnic Bars
- Incredibites – Choc/Hazelnut Flavour
- Cadbury/Nestle Fruit and Nut Chocolate
- Mixed fruit and nut snacks
- All cakes and biscuits containing peanuts
- Some Muesli Bars containing peanuts
- Ice creams
- Peters Original Trumpet
- Nestles Original Drumstick
- Streets Vanilla Cornetto
- Easter and Christmas chocolates
- A large amount of Easter eggs, hunting eggs and chocolate Santas made from compound chocolate which contains peanut oil
- We also have a no-birthday cake policy as some students are allergic to contents contained within (**Parents are permitted to provide cupcakes provided an assurance is given to the teacher that no nut products are contained**).

Computer Room Rules

1. The students should use the computer room for study only, unless given permission by a teacher.

2. Students must be supervised by a teacher in the computer room at all times. Teachers must lock the room when they leave.

3. To use the computer you must use your log on with your user name and password. DO NOT SHARE YOUR PASSWORD WITH ANYONE ELSE!!!

4. All students must log off their computer before leaving the computer room.

5. Students must have teacher permission before printing.

6. Students should not enter their name, email address or any other personal information when using the Internet.

7. If inappropriate images or words appear on your screen, turn your monitor off immediately and tell the teacher.

8. The computer room should be left neat and tidy.

9. The last class in the computer room for the day should shut down all the computers. (see the timetable)