



Crown Street Public School

Equity and Excellence in Education since 1849

Parent Handbook 2025





Welcome to Crown Street Public School

On behalf of the school community, I warmly welcome you to Crown Street Public School. Our school is a special place where students, staff, parents, and the community work together. We strive to be progressive and creative and provide a diverse range of experiences for our students in the key learning areas and extra-curricular activities. Our school has all the amenities and opportunities you would expect in a city school, while maintaining its village atmosphere and embracing values of community spirit, personal responsibility, and care for the environment. This handbook has been compiled to assist you in knowing about your child's school and to help in building the strong home and school links that are so important to your child's success at school. We hope that your child will settle happily and quickly into our school, and we look forward to a positive and rewarding relationship with your family. At our school we encourage and expect your involvement and support in your child's education.

What makes our school so special?

Outstanding grounds and facilities – our school is an oasis in the inner city, situated near Oxford Street and Taylor Square. Its impressive Victorian Gothic facade belies the fact that it is a school. Established in 1849 and moving into its grand new building in 1879 makes it one of the oldest continuing schools in Australia. The school's mission statement states that "Crown Street Public School aims to provide an equitable and excellent primary education in a positive, caring, secure learning environment which caters for individuals of different cultures and socio-economic backgrounds". In addition, Crown Street Public School fosters an underlying atmosphere of autonomy and responsibility in which children grow and learn.

The learning environment- we work to ensure every child experiences a safe and caring environment in which they can learn.

Learning success and individual excellence – high achievement for every student is important to us. Quality teaching, stimulating learning experiences and academic support are a priority for all.

A focus on student wellbeing - our school ensures positive student wellbeing is at the centre of all that we do. Our commitment is that all students will feel safe and happy, have healthy levels of self-esteem and experience high levels of engagement in all aspects of their learning.

Our staff - we have a highly trained and committed team of staff who work together to provide our children with the best education and opportunities available.

A culture of inclusivity – we welcome students from a variety of cultural and family backgrounds and promote a culture of inclusivity where every child and their family feel valued and included.

An innovative approach – in all areas of our schooling we use innovative approaches to learning, supported by contemporary technology.

A broad range of opportunities – we are constantly developing programs that enhance Learning. Innovative programs are offered in English, Mathematics, Science, The arts, Sports and aspects of learning such as creative and critical thinking.

A strong sense of community – at Crown Street Public School we have a very close relationship with our parent community and encourage participation in decision making processes in the school. We find that by encouraging parent participation in school activities, parents become partners with teachers in their child's education.

I am very proud to be the principal of Crown Street Public School.

Craig Nielsen
Principal



Our Staff

Crown Street Public School has 300 students. The Principal and four Assistant Principals form the school leadership team. They have special responsibilities to lead, manage and coordinate the education programs on a stage and school level, ensuring the quality of curriculum for all students throughout their schooling. All our teaching staff are University educated with several staff members holding additional postgraduate degrees.

In addition to classroom teachers the school has a range of support teachers as follows:

- *School Teacher Librarian who manages the school library and teaches each class on a weekly basis.*
- *English as an Additional Language teachers are specialists who assist non-English speaking students with language acquisition.*
- *Chinese teachers who are specialists in teaching Mandarin to all students K-6 and enrichment Chinese.*
- *Learning Support teachers aid the students with additional learning needs and work with classroom teachers to ensure the learning needs of all students are met.*
- *Release from Face to Face (RFF) teachers provides classroom teachers with two hours non-teaching time per week to attend meeting develop learning programs and complete administrative tasks. The RFF teachers run specific curriculum-based programs for each class and work closely with classroom teachers.*
- *School Learning Support Officers work to support students and teachers in the classrooms. They work with small groups of children and implement individual learning programs designed by teaching staff.*

Principal	Craig Nielsen
Assistant Principal	Demetri Tilliris
Assistant Principal (relieving)	Joanne Boufous
Assistant Principal	Samatha Lisgaris
Assistant Principal C&I	Kathleen Hansell

Classes

Kindergarten Shannon	Katherine Sherring
Kindergarten Stanley	Mia Swadling
Year 1 Oxford	Claire O'Brien (MTThF) Mandy Nassim (W)
Year 1 Albion	Demetri Tilliris
Year 1/2 Jesmond	Lisa Jackson
Year 2 Moore Park	Ondine Morice-Pearce
Year 3/4 Belvoir	Joanne Boufous (MTWF) Mandy Nassim (Th)
Year 3/4 Little Collins	Natalie Carter (MTThF) Maddie Lamond (W)
Year 3/4 Pelican	Annette Pelly
Year 5/6 Devonshire	Patty Dai
Year 5/6 Hyde Park	Adam Hunt
Year 5/6 Linden Lane	Samantha Lisgaris (MTWF) Manddie Lamond (Th)

Support Teachers

Executive Release:	Kat Etchells, Mandy Nassim and Maddie Lamond
English as an Additional Language	Fouad Boustani
Chinese Language	Lucy Chen
Chinese Language	Narelle Mallett
Art and Release from Face to Face (RFF)	Justine Jennings
Learning Support	Malin Frick
Librarian and Reading Recovery	Regina O'Byrne
Library/Exe RFF/Learning Support	Kat Etchells
School Counsellor	Jan Noakes

School Learning Support Officers



Matthew Bourke
Angela Breeze
Noelle Parry

Administration Staff

School Administrative Manager	Danielle Bingham
School Administrative Officer	Kassandra Diffin
School Administrative Officer	Noelle Parry
School Administrative Officer	Winnie Yu

General Assistant

Peter Brotherhood



School Details

Address: 356 Crown Street, Surry Hills 2010

Phone: 02 9360 4187

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

Website: <https://crownst-p.schools.nsw.gov.au/>

Administration Staff and Contacting the school.

Office Hours: 8.30am – 3pm

When you ring the school or come into the office, you will speak with one of these staff members. They will provide you with assistance or alternatively direct you to a member of the school executive or teaching staff. Parents are encouraged to contact the school at any time when requiring information or wishing to speak to school staff.

The principal, teachers and support staff are available to meet with parents and discuss issues or answer questions at any time throughout the year. To enable us to provide enough time we encourage you to make an appointment which can be done by contacting the office.



School Routine

The school day at Crown Street Public School follows the outlined routine:

8.30am – Playground supervision begins on the top playground. For safety reasons no students are to be on the school premises before this time unless they are participating in a before school extra-curricular activity supervised by staff. Students should place their school bags in their designated morning line up area. In the event of rain, a wet weather bell will sound, indicating students should proceed to their wet weather area or classroom, where they will be supervised by teachers.

9am - Bell rings and all students line up in their designated morning line up area.

9.05am – 11am - TEACHING AND LEARNING – SESSION 1

Crunch and Sip break in classroom 10am

11am – 1120am – RECESS

11.20am – 1pm – TEACHING AND LEARNING – SESSION 2

1pm – 1.10pm - supervised eating time Lunchtime begins.

1.10pm – 2pm – PLAYTIME

2pm – 3pm – TEACHING AND LEARNING – SESSION 3

3pm - End of day school bells rings. Each class is by their teacher to a designated pick-up area. Students are to leave school or collected by a parent or carer promptly at 3pm. Students whose parents or carer are late must wait at the school office. If parents and carer are running late, please telephone the school office on 9360 4187. Students, parents, and carer must leave the school site by 3.15pm.



School Uniform

Our school uniform identifies our students as belonging to Crown Street Public School. The school uniform reinforces in students a pride in their own appearance and the school.

It is great to see the Crown Street school uniform being worn so enthusiastically by the children.

Please see below information and link on where the Crown Street uniform can be purchased.

<https://www.midford.com.au/school-shops-online>

[2022 Uniform Flyer.pdf](#)

School bags and lunchboxes are currently available for purchase through our supplier, Harlequin via

<https://harlequinkids.com.au/your-school/crown-street-public-school.html>

Crown Street Public School Uniform Policy

Crown Street Public School supports the **NSW Department of Education School Uniform Policy** which requires all students to wear the correct school uniform. This policy aims to promote a sense of inclusiveness, non-discrimination, and equal opportunity; develop a sense of belonging, pride, and identification with our school; maintain and enhance the positive image of the school in the community; and increase the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school.

Implementation of the Uniform Policy

- The school uniform applies during school hours, while travelling to and from school, and when students are on school excursions.
- Summer and winter uniforms as well as sports uniforms are available to be worn.
- Minimal jewellery is allowed. Stud earrings worn in the ears, plus watches are the only acceptable jewellery.
- School hats need to always be worn in the playground, for sport and on excursions. With sun safety in mind the school has a 'No Hat, play in the COLA' policy.
Students not wearing a hat are required to remain under the COLA during recess, lunch, and sport sessions.
- The principal and staff will be responsible for implementation of the school uniform in a manner consistent with the student code of conduct.
- Parents seeking exemptions to the school uniform due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardships, must apply in writing to the principal.



School Communication

Communication between school and home is a priority at Crown Street Public School and is a key strategy in fostering strong partnerships between staff and parents.

All communication is through the Sentral parent portal. Once your child is enrolled, the school will send through an access to register the parent portal.

<https://crownst-p.sentral.com.au/auth/portal>

Each week a school newsletter and community planner are sent, out through the Sentral parent portal.



Crown Street Public School – Week 10, Term 1, 2024 – School Community Planner	
Week 10	School Events and Commitments
Monday 1 st April	EASTER MONDAY – Public Holiday – NO SCHOOL
Tuesday 2 nd April	<ul style="list-style-type: none">Music Bus 10am – 12.30pmLibrary classes: 3/4 Deed Deed, 5/4 Ngargo & K Wiradjuri1.10pm – COP Ass 5 – 6 – New HallParent/Teacher interviews
Wednesday 3 rd April	<ul style="list-style-type: none">Library classes: 5/6 Sambari, 5/6 Wemba Wemba & 5/6 Eora1.10pm – COP Ass 5 – 6 – New HallParent/Teacher interviews
Thursday 4 th April	<ul style="list-style-type: none">Library classes: 5/6 Anandhi & 1/2 Yorta Yorta9 am – 11 am – 3/4 Ngargo and Mr Pelly in Kitchen Garden (Thank you to our Volunteers)11.20am – 11.55am – (SRE) Scripture, Ethics and Non-Scripture classes (Thank you to our Volunteers)1.10pm Karate – New HallParent/Teacher interviews
Friday 5 th April	<ul style="list-style-type: none">Ride safely to School DayLibrary classes: 1/2 Oharawai, 1/2 Meru & K Biripi1.10pm Karate – New Hall2.10pm – Virtual AssemblyParent/Teacher interviews
Upcoming Term 1 events	
<ul style="list-style-type: none">Monday 8th April Pet Safety for years K – 2Tuesday 9th April Cross Country Carnival at Centennial Park – Years 3 – 6 and selected Year 2 studentsFriday 12th April Anzac Day assembly with Stage 3 & Last day of Term 1	
School Communication channels	
<p>The main line of communication from school is via Sentral. https://crownst-p.sentral.com.au/portal/register</p> <p>CPS website: https://crownst-p.schools.nsw.edu.au Crown Street Public School Facebook page: https://www.facebook.com/CrownStreetPublicSchool452121727519 P&C website: http://www.crownstreetpandc.com.au Crown Street Public School Parents/Carers Facebook page (this is a closed group that requires approval first): https://www.facebook.com/groups/17443252520964</p>	

The weekly newsletter contains detailed information about school events and achievements of our students, as well as providing information about educational programs, school policy and procedures.

All parents, are encouraged to read the newsletter and the planner every week, so they are up to date with what is happening at school.

Term letters and notes

At the beginning of each term the Stage Assistant principal sends a letter to parents outlining the content of learning programs which will be taught throughout the term, specific events, and organisations of the year group.

All communication is sent out through the Sentral parent portal.

Kindergarten families receive short newsletters every two to three weeks.

Sentral parent portal, is where all information is sent out to our families.



Enrolment and Student Information

Starting school

Kindergarten enrolments are taken the year before your child starts school.

Children can start Kindergarten at the beginning of the school year if they are turning five on or before the 31st of July in that year. By law, all children must be enrolled in school by their sixth birthday, as students start new work in their new class at the beginning of the school year, it would be an advantage for you child both socially and educationally, to start as soon as possible at the start of the school year.

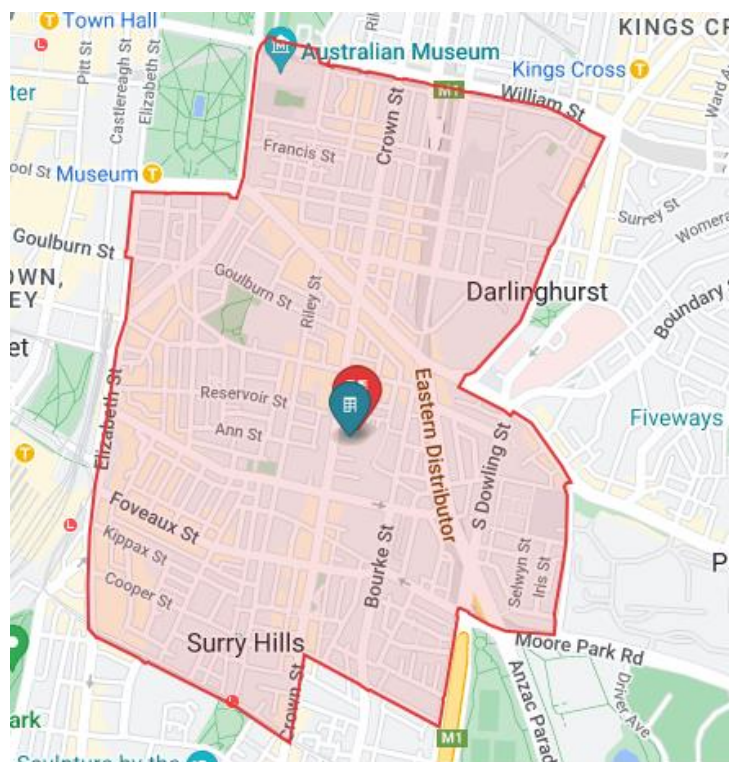
Enrolment enquires can be made anytime throughout the year. Enrolments into other years are taken at any time throughout the year.

If your child is currently enrolled in another NSW public school, please contact us to discuss the enrolment procedures and obtain the necessary paperwork. If your child is coming from a non-government school, please contact us to make an appointment to discuss your child's potential enrolment.

Parents wishing to enrol children at Crown Street Public School should follow the link below

<https://crownst-p.schools.nsw.gov.au/about-our-school/enrolment.html>

The local area for Crown Street Public School for enrolment is as follows.



To check if you are in our catchment area by clicking on <https://my.education.nsw.gov.au/school-finder>

Children who reside in our local area are offered a place at the school once the enrolment process has been completed. Families who reside outside our local area may apply to enrol their child at our school. Non-local applications may be considered by the school enrolment panel, according to the school's enrolment policy and subject to the selection criteria.

https://crownst-p.schools.nsw.gov.au/content/dam/doe/sws/schools/c/crownst-p/2020/enrolment/CSPS_Enrolment_of_Students_guidelines.pdf



Preparing to Start in Kindergarten

Kindergarten Orientation and Transition Days

At Crown Street we are committed to providing a comprehensive transition and orientation program in the year prior to your child starting school.

We have a range of events which allow you and your child to visit the school throughout the year to become familiar with the school environment, meet staff and become part of our community.

CROWN STREET
PUBLIC SCHOOL

We are the future



**Kindergarten 2026
Orientation & Transition Dates**

Term 2: Kindergarten 2026 Open Evening
Wednesday 11th June 5pm - 6pm (Parents only)

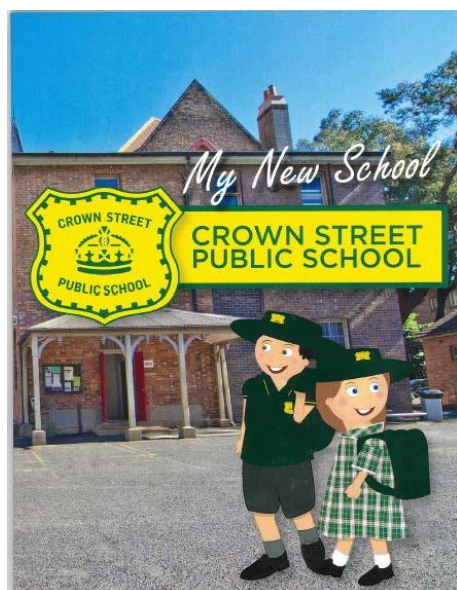
Term 4: Kindergarten 2026 Open Day
Thursday 23rd October 9.30am - 10.45am
(Parents and future kindergarten students)

Term 4: Kindergarten Transition Morning
Thursday 4th December 9.30am - 10.45am



📍 356 Crown Street
SURRY HILLS NSW 2010
☎ (02) 9360 4187
✉ crownst-p.school@det.nsw.edu.au
🌐 crownst-p.schools.nsw.gov.au

To help assist your child with the transition into kindergarten, at their Transition morning the children will receive a “My New School” book. This is a book created with real images from Crown Street school environment outlining school expectations, information, and routines in a fun, engaging story way.





Class Structure and Organisation

All staff at Crown Street are qualified to teach Years K – 6 from year to year are assigned to different year levels. This is done to provide the best educational opportunities for students.

Students are placed into classes each year with a great deal of care and consideration. A range of factors are considered including ensuring each class has students with a mix of abilities and interests.

Students are clustered into ability groups within each class so the learning programs can be adjusted for each group with the class to cater expertly for the learning needs top of all students.

The school adheres closely to the department's class size policy and where possible, ensures classes are small. Class size averages are as follows:

Kindergarten: 20 students

Stage 1: 22-24 students

Stage 2 & 3: 30 students

At Crown Street, classes are generally formed to be stage-based. This is where children of differing age groups are together. It is always the aim to place children's needs first and classes are formed to best meet student's needs. The key to understanding stage-based classes is realising that growth is determined in stages and not by ages. In the classroom, students are grouped according to their progress rather than their school chronological year. The NSW curriculum is organised by learning stages which equate to year levels as follows:



No 'one' group is seen to be disadvantaged – all classes in each stage will be given the same opportunities, expectations, and strategies. It acknowledges that there are significant individual differences in each child to be addressed regardless of age. The formation of classes can reflect and cater for those individual differences. This multi-age philosophy places each learner at the centre of the considerations of curriculum and classroom practice. Children can progress at their own rate without regard for restrictive 'grade' expectations. Research has shown that children become more confident, can operate better as part of a group, are more assertive, become more independent learners and better problem-solvers. They also make friends outside of their standard age-groups, develop tolerance and diversity.

Teacher Release Program (RFF)

Every teacher is entitled to two hours 'release from face-to-face teaching' (RFF) each week for preparation, planning, marking student work and attend meetings. This time is provided by an RFF teacher and through Chinese lessons. The RFF program focus changes from year to year according to school priorities. This program provides all students with the opportunity to work with a range of teachers each week.



Curriculum and Education Programs

Crown Street PS teaches quality and engaging learning programs aligned with the Australian curriculum. The Board of Studies NSW has developed K – 10 syllabuses for English, Mathematics, Science and History that incorporate agreed Australian curriculum content. The Board of Studies NSW sets the learning requirements for each stage of primary school.

The Board's syllabuses state what must be taught in these six key learning areas:

- **English**
- **Mathematics**
- **Science and Technology**
- **Human Society and its Environment (History and Geography)**
- **Creative Arts**
- **Personal Development, Health, and Physical Education (PDHPE)**

There are many ways for teachers to organise lessons effectively and individual lessons may cover more than one subject. The following is a brief outline of the focus in each key learning:

English

In English, students learn to read, write, speak, listen, and represent language. They learn about English language and literature, how language varies according to context and how to communicate to a range of audiences for different purposes. They learn to read for information and for pleasure. They learn about poetry, novels, plays and visual texts. They begin to understand language structures, punctuation, spelling and grammar. They learn to think in ways that are imaginative, creative, and critical.

Mathematics

Mathematics develops students thinking, understanding, competence and confidence with numbers, shapes, and measurements. Students learn to add, subtract, divide and multiply whole numbers, fractions, and decimals. They learn to measure time and calculate with money. They learn geometry, algebra and how to work with data and graphs. Students use mathematical knowledge to communicate, problem-solve and reason.

Science and Technology

Science and Technology develops students, skills in scientific investigation and inquiry, design and applying technologies. Children pose questions, test ideas, and develop and evaluate arguments based on evidence.

Human Society and its Environment (History and Geography)

Human Society and its Environmental (HSIE) includes History K-10, geography, civics, and citizenship. Students explore how people, events and forces from the past have shaped their world. They investigate their personal and community identity and gain an understanding of their nation and its place in the world. They learn to participate effectively in maintaining and improving the quality of their society and environment.

Creative Arts

Creative Arts gives students experience in the visual arts, music, drama, and dance. They have opportunities to explore their creativity in each of these areas. Students learn to appreciate the meanings and values that each art form offers. They perform and express themselves through the visual arts, music, drama, and dance.

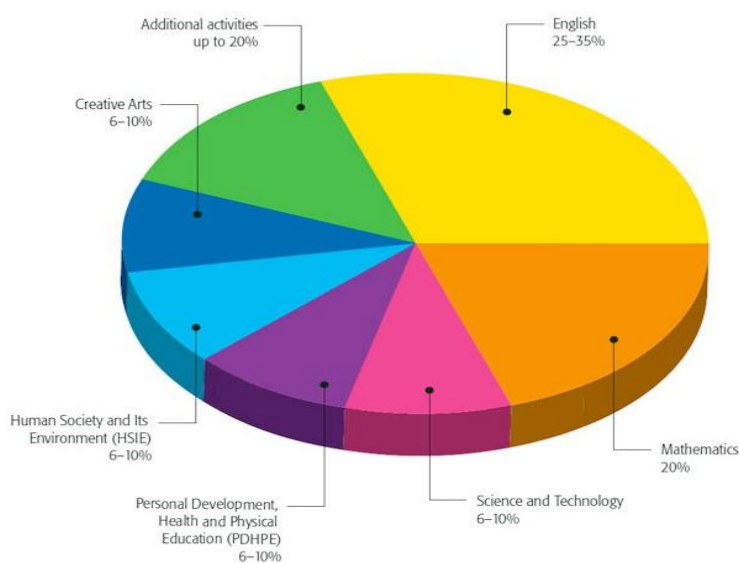


Personal Development, Health, and Physical Education (PDHPE)

Personal Development, Health, and Physical Education (PDHPE) develops the knowledge, skills and attitudes students need to lead healthy, active, and fulfilling lives. Students learn about the importance of good food and regular exercise. Students learn how bodies grow and change over time. They learn skills to play individual and team sports, and the value of sportsmanship and teamwork.

How much time is spent on each subject?

The Board's syllabus requirements can be taught in 80% of a typical 9am – 3pm five-day school week. The remaining 20% of the school week is left free for additional activities at the school's discretion. For example, time can be used for assemblies, sport, religious education and special projects. English and Mathematics make up about 50% of the school week. This is equivalent to at least 12 hours each week. The other subjects are spread across the remaining time as indicated below.



6–10% is approximately 1.5 to 2.5 hours in a typical teaching week.

Homework and Home Reading

The school has a homework policy in line with the NSW DEC policy. Homework is treated as an opportunity for students to take some responsibility for their learning and complete tasks independently at home.

Homework is designed to consolidate and revise learning completed in the classroom, as well as develop study skills once students are older. Details about homework expectations across the school are provided at the class information sessions at the beginning of each year. Teachers are happy to adjust homework expectations if needed to suit individual student or family needs. A strong focus of the homework program is regular home reading.

Learning Support

English as an Additional Language or Dialect (EALD)

At Crown Street we provide EALD support through a variety of programs from Kindergarten to Year 6. A child entering Crown Street school with little, or no English will receive intensive English lessons during the week with a specialist teacher. As children from non-English speaking backgrounds develop English language skills they are regularly supported in the classroom by specialist teachers who plan and work with the classroom teacher. This involves joint teaching, working in small groups or sometimes withdrawing small groups of children for a more individual style of learning.



Additional Learning Needs

Students who have additional learning needs, or need adjustments made to their programs to maximize their learning, are supported by a specialist learning support teacher who works in consultation with the classroom teacher. Individual and small group programs are developed to target specific learning needs and make individual accommodations for these children.

Extension and Curriculum Enrichment

High achieving students are extended at Crown Street using a variety of learning strategies. This includes adjustment of learning programs within the classroom, special projects, and specific extension programs.

Library Program

Our school library serves all students and teachers from K – 6 and has a wide variety of books for students to borrow. Student learning is enriched by literature and technology in an information skills program. Every class has a library lesson each week. Children are encouraged to borrow books and we ask that these books are well cared for and returned promptly. Children must have a library bag before they can borrow books. Library bags are for books only. Please make sure your child does not put food, drink, pens, or pencils in the bag.

Technology

Our students have access to a wide variety of technology including computers and interactive devices. All classrooms and the library are fitted with interactive Smartboards and computers. Children are encouraged to use the internet, school portal, and emails to research and access information.

Mathletics, Sound Waves and Reading Eggs

All students from K – 6 are given an online Mathletics, Sound Waves and Reading Eggs account. It's suggested students go online and use these engaging technology-based learning programs as part of their home learning several times a week. They are also used as part of class programs. The cost per student for these online learning tools is per year, payable with your annual school fees account.



Assessment and Reporting

The school has a comprehensive and rigorous assessment and reporting policy which ensures student learning is assessed and evaluated regularly, allowing teachers to design learning programs which meet the individual needs of each child. Assessments for learning acknowledges that assessment should occur as a regular part of teaching and learning, and that the information gained from assessment activities can be used to shape the teaching and learning process. Assessment of learning enables teachers to report on the status of student learning at various points in the teaching and learning program. It involves teachers making professional judgements of student achievement, based on evidence collected from both formal and informal measures of each student's performance, over time on several assessments for learning activities. Assessment strategies include collecting work samples, observation, and individual conferencing with a student and formal assessment tasks.

The school is committed to ensuring parents are key partners in their child's learning. Teachers are happy to talk to parents about their child's progress and learning programs at any time throughout the year. The following assessment and reporting schedule also ensure regular communication between home and school:

- TERM 1** **Beginning of term** – Parents invited to school for an information night to meet the teacher and discuss class learning programs.
 Mid-term - Kindergarten BEST start reports, sent home.
 End of term - Parents invited to come to school to engage in a Parent/Teacher meeting
- TERM 2** **End of term** – Written reports are issued for all students providing a progress report and feedback in all Key Learning Areas, as well as social/emotional development for semester one.
- TERM 4** **End of term** – A semester two report is issued for all students providing a progress report and feedback in all key learning areas as well as social/emotional development.

State Testing and Assessment

National Assessment Program (NAPLAN) – Years 3, 5, 7 & 9

Students in Years 3, 5, 7 & 9 sit the National Assessment Program Literacy and Numeracy (NAPLAN) test early each year. Results are released late in September and are used to support learning plans for each child. More information can be found at

<https://education.nsw.gov.au/teaching-and-learning/student-assessment/naplan-online>



Special Crown Street Events

Throughout the year the CSPA and the P&C may hold community and fundraising events, including.

Movie nights

Readathon - Lights on Torches Off

School Disco

Fruit and Veg Month

Monthly P&C meetings