Anne Hamersley Primary School
16 Dunnett Drive
Ellenbrook WA 6069

Phone: (08) 9297 7000
Email: AnneHamersley.PS@education.wa.edu.au
www.annehamersleyps.wa.edu.au

STRIVE TO THRIVE
FOREWORD FROM THE SCHOOL PRINCIPAL

Welcome to Anne Hamersley Primary School. It is a pleasure and privilege to be appointed as Foundation Principal to this school. My experience so far is that I will be working with a supportive enthusiastic community eager to assist in setting up a school of excellence where children can be the very best they can. I am also proud to announce that we are an Independent Public School.

This Prospectus is written to provide our parents and students with basic information on how we intend our school to operate.

Every effort has been made to assemble a strong diverse team of teachers and support staff to give our school the strength and unique flavour that will distinguish it as a school of choice in the area. Our aim is to assist all students to achieve their potential. As well as focussing on defined knowledge and skills objectives, we will strive to develop attitudes and values which best equip our children for life and for active and productive participation in society.

To achieve these aims, we maintain a safe and open environment where clear and frequent communication with you, the primary educators, is essential. To do this we have an open door policy which means that, following the usual protocols of making appointments, we are always available to discuss issues and matters which may impact on your child’s overall performance.

A school’s success relies heavily on the support of parents who constitute a P&C Association and a School Board. Both these organisations aim to gain your support and opinions on how we are functioning. Please do make every effort to be part of these vital organs of governance.

I welcome you and your children to be part of our unique community and invite you to be involved in the many activities that owe their success to you volunteering your services in a support role.

With best wishes

Yours sincerely

ROD W SIMEONS
PRINCIPAL
2016

“The best preparation for tomorrow is to do today’s work superbly well”
VISION

Success for all OUR CHILDREN

“Strive to Thrive”

MISSION

1. To develop responsible citizens who are confident, trusted and creative.
2. To provide exemplary, innovative, functional learning for the 21st century community through a broad based curriculum.
3. To create a learning environment that is collaborative and, inclusive through the provision of unique learning programmes, which provide opportunities for our children to excel and meet their potential.
4. To inspire a passion for learning, built on a foundation of respect for each other, teachers and all significant adults.
5. To create and maintain a culture that preserves and sustains the environment, has high expectations and celebrates excellence in teaching and learning.

AIMS

We aim to provide a rich and varied curriculum, inspired by stimulating teaching and rooted in first-hand experiences.

1. To be a good role model to children and set a positive example through our interactions and the way we conduct ourselves on a daily basis.
2. To encourage partnership within and across the community so that staff, pupils, parents and citizens of Anne Hamersley access an inclusive approach to learning.
3. To promote a healthy lifestyle, enabling children to be well rounded members of the community.
4. To provide high quality pastoral care that is built on valuing and respecting individuals with their own unique social and emotional needs.
5. To embrace new technologies and use them to enhance children’s learning and prepare them for lifelong learning.

VALUES

TEACHERS WILL....

- Nurture strong relationships – with children, parents and the wider community.
- Create environmental awareness for future generations.
- Aspire to and maintain the highest of standards and expectations.
- Develop and maintain an environment of cohesiveness, collaboration, and support for our children and their specific learning needs.
- Strong leadership will ensure that differences and ideas are respected.
- Ensure that they are well informed and current practitioners.
- Practice current pedagogy will be practised which includes instructional intelligences and accuracy in reporting.
- Provide purposeful opportunities for students to learn.
CHILDREN

- All endeavours at Anne Hamersley are child centred and given the highest priority.
- All children will be nurtured in an environment that engenders confidence and maintains an expectation of respect.
- All children will be encouraged to achieve positive results.
- All children will work at developmentally appropriate levels, designed to achieve their full potential.
- Programmes will aim to develop the ‘whole child’.

LEARNING ENVIRONMENT

- Anne Hamersley will provide a positive, fun environment that is a safe and supportive work space for all.
- Anne Hamersley will pride itself on excellent communication between staff, parents and students.
- Anne Hamersley values: positive relationships, respect, integrity, loyalty, perseverance, compassion, diversity, inclusivity, equality and honesty.
- Anne Hamersley will be a professional learning community in which students, teachers and parents are constantly endeavouring to improve their skills and knowledge in a positive environment built on trust and support.
- Anne Hamersley will provide strong leadership to uphold the school’s reputation as a school of excellence.

COMMUNITY

- Anne Hamersley will be involved and work with all parents and the local community to achieve our Aims.

RIGHTS AND RESPONSIBILITIES

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<td>- Learn in a purposeful and supportive environment.</td>
<td>- Ensure their behaviour is not disruptive to the learning of others.</td>
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<td>- Work and play in a safe, secure, friendly and clean environment.</td>
<td>- Ensure they are punctual, polite, prepared and display a positive manner.</td>
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<tr>
<td>- Respect, courtesy and honesty.</td>
<td>- Behaviour in a way that protects the safety and wellbeing of others.</td>
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<td>- Respect, courtesy and honesty.</td>
<td>- Model respectful, courteous and honest behaviour.</td>
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<td>- Work in a safe, secure and clean environment.</td>
<td>- Ensure the school environment is kept neat, tidy and secure.</td>
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<td>- Cooperation and support from parents and colleagues.</td>
<td>- Establish positive relationships with students and parents.</td>
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<td>- Teach in a purposeful and non-disruptive environment.</td>
<td>- Ensure good organisation and planning.</td>
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<td>- Report student progress to parents.</td>
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<td>- Support colleagues.</td>
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<td>- Develop Individual Behaviour Management Plans for students with specific behavioural needs.</td>
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<td>- Ensure consistency in implementation and maintenance in behavioural procedures (Procedural Fairness)</td>
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<td>- Work collaboratively to ensure guidelines pertaining to behaviour development procedures are followed.</td>
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Parents/carers are requested to ensure that children do not arrive at school before 8.30am. Supervision cannot be ensured before this time. In the event that children do arrive before 8.30am they will be directed to Camp Australia and you will need to deal with them directly with regard to fees. The same procedure will be used for children not picked up by 3.15pm All children should be in class by 8.40am.

If children are travelling to and from school by scooter/bike please make sure they have appropriate safety equipment and are familiar with the road rules. Where possible children under the age of 10 should be accompanied by an adult when riding or walking.

Please note: Pets are not permitted on the School grounds at any time.
Camp Australia are excited to be partnering with Anne Hamersley Primary School to deliver Outside School Hours Care (OSHC) from Monday, 1st February 2016.

We will partner with your school community to deliver a tailored before and after school care program as well as a holiday care program that is focused on bringing out the very best in kids. The program combines active games with structured and unstructured play, quiet time and a healthy snack. Every day is an adventure led by enthusiastic Camp Australia educators who are on a mission to make kids smile.

REGISTER AND BOOK
Visit our website at www.campaustralia.com.au and you can request and information pack, or register and book your children into the program, or call our friendly Customer Service Team from Monday to Friday (8.00am - 6.00pm AEST) on 1300 105 343.
NOTE: The Administration Office will be open for business from Wednesday, 27th January at 8.30AM to 3.30PM

TERM 1
Commences
Monday, 1 February – Friday, 8 April 2016

Break
Saturday, 9 April – Monday, 25 April 2016

TERM 2
Commences
Tuesday, 26 April – Friday, 1 July 2016

Break
Saturday, 2 July – Sunday, 17 July 2016

SEMESTER 2 (Student Attendance Dates)

TERM 3
Commences
Monday 18 July - Friday 23 September 2016

Break
Saturday 24 September - Sunday 9 October 2016

TERM 4
Commences
Monday, 10 October - Thursday 15 December 2016

Break
Friday, 16 December – Tuesday, 31 January 2017

Note: Seven designated School Development days have been allocated in 2016:

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- Seventh School Development Day TBA after consultation with School Board.
ANNE HAMERSLEY PRIMARY SCHOOL BOUNDARIES

The building of Anne Hamersley Primary School was commenced in 2014 following an undertaking by the Minister of Education to provide a Primary School for the newly emerging community of Annie’s Landing and opened its doors on 1 February 2016.

Students that populate the Anne Hamersley Primary School are drawn from the areas described below. I have been in consultation with the Principals of both Ellenbrook Primary School and Upper Swan Primary School and this is an agreed position following determination of boundaries by the Department of Education.

The following will define the local-intake area of this school from 2016:

From the junction of Bordeaux Lane and Farnborough Pathway, north along Farnborough Pathway (east side included) to Putley Road, west along Putley Road (north side included) to Delapre Drive, north along Delapre Drive (east side included) to Stanbury Crescent, west and north west along Stanbury Crescent (north and north east sides included) to Banrock Drive, south west along Banrock Drive (north west side included) to Dalgarup Way, north west along Dalgarup Way (east side included) and continuing north west along the extension of Dalgarup Way to Maralla Road, east along Maralla Road (both sides excluded) and its extension to the railway line, generally south along the railway line to the intersection of the railway line and Apple Street, west along Apple Street (north side included) and its western extension to the golf green of the 13th hole, south west between 108 Hermitage Drive and 96 Hermitage Drive to Hermitage Drive, north along Hermitage Drive (east side included) to a point located east of the tennis courts, west through the centre of the tennis courts to the 10th fairway, west along the centre of the 10th fairway and continuing south west along the centre of the 11th fairway to Vines Avenue, north along Vines Avenue (east side included) to Bordeaux Lane and west along Bordeaux Lane (north side included) to Farnborough Pathway.

The School Education Act 1999 guarantees a place for every child in the compulsory years of schooling (PP to Year 6) in their local school.
ENROLMENTS

ENROLMENT PROCESS
To enrol at Anne Hamersley Primary School there are a number of eligibility requirements. The school has places for students who currently reside within the boundaries of the Anne Hamersley Primary School [refer to page 24] Local intake area as have been determined by the Department of Education. Parents/ Guardians within this area are asked to complete:

- Part 1—Application for Enrolment Form

Parents of children not residing within the local intake are also invited to complete this for consideration by the Principal. Eligibility for entry will be dependent upon positions available within the school. This is determined by the Principal factoring in future growth and establishment of school precedents. Part 1 - Application for Enrolment requires the following documents to be returned to Anne Hamersley Primary School:

- **EVIDENCE OF THE CHILD’S LEGAL NAME AND AGE**
  A birth certificate or extract of birth or passport must accompany the application for enrolment. Students will be placed in the year of study corresponding to their age group.
  Please note that for Kindergarten entry, the child must turn four years of age on or before 30 June in the year of entry. Children who do not meet this requirement will not be accepted for enrolment.

- **PROOF OF ADDRESS**
  Proof of address must be provided at the time of application with originals sighted. Acceptable proof of addresses include: Utility Bill, Council Rates Notice, Water Rates, Lease Agreement, Contract of Sale.

- **IMMUNISATION RECORDS**
  The school must sight a copy of each student’s immunisation records at the time of application for enrolment. An updated copy of your child’s immunisation may be obtained by calling 1800 653 809 or online at www.humanservices.gov.au

- **SPECIAL NEEDS**
  Parents of students with special needs are asked to contact the school to discuss these needs when the application for enrolment has been approved to ensure that the most appropriate program is in place to meet the student's needs.

- **OVERSEAS STUDENTS**
  Students who were born overseas must hold the appropriate Visa before applying at the school. For overseas students who are in Australia using an entry Visa it is necessary that the office sights the original passport and Visa of the parent (primary Visa holder) and student at the time of application for enrolment.

You will be notified of the status of your Part 1 - Application for Enrolment as soon as possible. If your application is accepted, you will then be required to complete Part 2—Enrolment Form. The following documents are required to be returned with Part 2:

- Form 1 – Student Health Care Summary
- Most recent School Reports and NAPLAN results
- Any Family Court Orders
- Copy of Visa Grant Notice (where applicable)

ELIGIBILITY FOR ENROLMENT—KINDERGARTEN AND PRE-PRIMARY
The Department of Education’s selection process for places in Kindergarten and Pre-primary for local intake schools is as follows:

**LOCAL INTAKE SCHOOLS**
1. Children living in the intake area of the school and who will have a sibling enrolled at the school in 2016.
2. Children who live in the intake area of the school but will not have a sibling at the school in 2016.
3. Children who live outside the intake area of the school and who will have a sibling at the school in 2016.
4. Children who live outside the intake area of the school and who will not have a sibling at the school in 2016.

NOTE: If there is more than one child in any of the above categories, priority will be given to children living closest to the school, measured in a straight line from place of residence to the school.
Anne Hamersley Primary School is a standard pattern primary school for the Department of Education to be located on a greenfields site, bounded by Anderton Street to the west, Dunnett Drive to the north and north-east and Banrock Drive to the south and east. The entire village comprising of approximately 116 hectares, will accommodate over 1000 dwellings with a vibrant village centre providing essential community facilities such as a local shops and recreation facilities. The school is located within this rapidly developing urban area consisting of a range of housing types. The roads bounding the site will be constructed as part of the build-out of the broader North Ellenbrook cell by the subdivider LWP and will be completed by 2016 when we will be commissioned. The school will open on Monday 1 February, 2016 and will provide accommodation for 430 students from Kindergarten to Year 6, inclusive following ultimate or Master Plan build-out.

The school incorporates an early childhood centre three additional clusters, one incorporating an art room fitted out with a kiln and outdoor activity area, an administration block incorporating a Dental Therapy Unit, a library block and a covered assembly block incorporating a Music Room and canteen plus associated hard courts, parking areas and hard and soft landscaping, and a new oval.

The community is already enthusiastic in their support and look forward to a team of merit selected teachers providing the very best education for their children. This will be delivered through a blend of current pedagogy and cutting edge IT facilities. Central to all endeavours will be the wellbeing and engagement of our children and parent body. It is expected that following the compilation of a Vision for our school, the parents will put together a strong P&C Association that will focus on raising funds to value add to the resources for the school and to develop a culture of support for their children’s education.

SCHOOL ORGANISATION

ADMINISTRATION

The school administration team consists of the Principal and two Deputy Principals. The leadership role is shared dependent on the operation or project being undertaken. Ultimate responsibility lies with the Principal.

Principal | Rodney Simeons
--- | ---
Deputy Principal | Robert Guy
Deputy Principal | Paula Bell
Registrar | Lisa Snell
School Officer | Yvonne Barry

STAFF EXPERTISE

The staff at Anne Hamersley Primary School represent a wide range of interests, experience and skills. This diversity strengthens the fabric of our school and provides your child with a wide range of learning experiences. In addition to classroom teachers, Anne Hamersley Primary School will provide [as numbers and staff allocation increases] a range of specialist teachers in the learning areas or areas the community believe could value add to the school. Staffing is allocated/purchased by a school on a per capita basis. This means that as school numbers increase, additional specialist staff is appointed. To avoid delays that may be associated with this situation.

THE HOUSE SYSTEM

All Anne Hamersley Primary students will be placed in a House after they are enrolled at school. Students from the same family will be placed in the same House. House names will be voted on by the School Community once we are more firmly established.
STUDENT LEADERSHIP AND COUNCILLORS

An essential part of the school is the role played by Year 6 students in providing student leadership within the school. Students will have as numbers increase, the opportunity to take a number of leadership roles within the school. These include formal roles of School Captains, Student Councillors and Sports Captains. However, leadership also encompasses a number of informal and occasional roles which students will be expected to fulfil.

Towards the end of each year Student Councillors for the following year are elected. Students who wish to be considered as a Student Councillor need to maintain “good standing” in behaviour during the school year. The following “Qualities of a Good School Councillor” will be an expectation for the modelling of exemplary behaviour by a Councillor:

We are looking for:

- Children who are capable of accepting responsibility, exhibit leadership qualities and show initiative.
- Children who are considered to be reliable, trustworthy and demonstrate respect for self, peers and teachers.
- Children who can be models for other students in behaviour and dress, always wearing full school uniform, and setting high personal standards.
- Children who are confident in public speaking and capable of organising activities.
- Children who are capable of representing the needs of all children in this school.
- Children who are capable of representing the school at formal functions.
- Sports Captains and Vice Captains. Year 6 Captain, Year 5 Vice Captain voted by their respective houses.

COMMUNICATING BETWEEN SCHOOL AND HOME

PARENT/SCHOOL CONTACT

Any parent who feels concerned about a child's progress or any other aspect of his/her schooling is invited to discuss the matter with the class teacher or Principal. However, in order that the school routine is not unduly interrupted, we ask that the following procedure be adopted:

- Discussion with Class Teacher - Please endeavour not to interrupt class teaching routines. The best procedure is a note or an email to the teacher requesting a suitable time or to arrange an appointment by telephone. Teachers have specific non-teaching times in which appointments can be held.

- Discussion with the Deputy Principal or Principal - If you wish to discuss your child's progress with the Principal or his delegated Deputy Principal, please telephone (if possible), write a note or email to make an appointment. Appointments outside school hours can be arranged. Please try to resolve the issue, as a courtesy, with the class teacher in the first instance.

ASSEMBLIES

At Anne Hamersley Primary School, assemblies are held every second Thursday morning at 8.45AM (even weeks). Please refer to the school term planner for assembly dates and class presentations.

NEWSLETTERS—'The Landing Post'

Newsletters are an important way of communicating with all parents and care-givers on matters concerning the school. The newsletter will be distributed via email every second Friday (odd weeks) to the nominated email address supplied to us upon enrolment, for the benefit of parents and friends. Hard copies are available from the administration office on Friday afternoons (odd weeks). You can also access our Landing Post via the school website or on our App. Please check that your e-mailing details are accurate at all times.
FACEBOOK GUIDELINES AND PROTOCOLS
The school maintains a closely monitored Facebook page that keeps us all in touch with school life. This page is a place for people interested in the happenings at Anne Hamersley Primary School. However, we do need to have certain guidelines and protocols. Please be aware that we reserve the right to remove any posting or other material that we find off-topic, inappropriate or objectionable. We trust that people who like our page will understand the reasons for this. Remember that many of the children who attend Anne Hamersley PS do view the posts and pictures on the page.

1. We'd love you to 'like' and add positive comments on posts and pictures posted on our page. This encouragement and acknowledgement of wonderful things happening in our school community is valuable.
2. Please refrain from asking questions which are more appropriately addressed to the school administration. These can be asked during normal operating hours. eg..."When will reports be sent home?" If something is a more personal concern or question and it is after hours, please use direct messaging to the Anne Hamersley PS inbox on the Facebook page. This can only be viewed by administrators of the page.
3. We would love our community to feel a sense of camaraderie and to find genuine value in what we share on our page. If you feel something which does not meet these guidelines and protocols appears on the page, please make an appointment to see the Principal during operating hours.

We do not wish to see:
- Profane, defamatory, offensive or violent language.
- “Trolling”, or posting deliberately disruptive statements meant to hijack comment threads or throw discussions off-track.
- Personal promotion of businesses etc.
- Matters that require policy or procedure responses from the Principal.

ABSENCES, LATE TO SCHOOL AND VACATIONS
If it is necessary for a child to be late to school, please go to the administration office where a late note, stating the reason of the lateness will be generated for your child to hand to their class teacher. Please note that a late arrival after 9am will be marked as an absence for the session. If your child is unwell, please contact the school office on the day to advise, provide a written explanation or email Annehamersley.ps@education.wa.edu.au

As a school we cannot support children being removed from school during term time, however we do understand in today’s society finding shared family time can be a challenging experience. Please forward all vacation written requests to the principal outlining the dates your child will be away and the valid reason. All emails can be forwarded to Annehamersley.ps@education.wa.edu.au

You are reminded:

<table>
<thead>
<tr>
<th>PERIOD OF ABSENCE</th>
<th>ATTENDANCE RATE</th>
<th>EQUIVALENT AMOUNT OF SCHOOL MISSED IF % RATE IS MAINTAINED BETWEEN PP AND YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2.5 days missed per term</td>
<td>95—100%</td>
<td>0 - 6 months</td>
</tr>
<tr>
<td>Average of 5 days missed per term</td>
<td>90%</td>
<td>1 Year</td>
</tr>
<tr>
<td>1 day per week</td>
<td>80%</td>
<td>2 Years</td>
</tr>
<tr>
<td>1.5 days per week</td>
<td>70%</td>
<td>3 Years</td>
</tr>
<tr>
<td>2 days per week</td>
<td>60%</td>
<td>4 Years</td>
</tr>
<tr>
<td>2.5 days per week</td>
<td>50%</td>
<td>5 Years</td>
</tr>
<tr>
<td>3 days per week</td>
<td>40%</td>
<td>6 Years</td>
</tr>
</tbody>
</table>
SMS [SHORT MESSAGING SERVICE]

We are pleased to advise that Anne Hamersley Independent Public School is implementing a mobile phone messaging system to communicate student unexplained absences to parents/guardians. This new communication system uses Short Messaging Service (SMS) and will send text messages to parent/guardian mobile phones when your child is absent from school (in the instance that an explanation has not already been provided). Commencing 2016 each morning of a school day, our computer system will automatically send parents a message similar to:

“AHPS records show Frank Smart is absent Mon 23/03/2016. Pls reply SMS or call 08 ?????, student name/reason/abs date”

SMS is designed to advise parents that according to school records, the student is absent and no reason has been provided to the school. It is a legal requirement that parents contact the school regarding any student absences or reasons for lateness. If an explanation for the absence has been provided prior to 9.30AM each morning, then parents will not receive an SMS. Once absence notification messages have been implemented, the use of SMS communications may be extended to wider uses such as unexpected school closures or a reminder about a school event. It is expected that the use of SMS communication to parents will assist in reducing the number of unexplained student absences and help inform the school and parents as to the whereabouts of every student. The SMS strategy is already being used across many WA schools as a successful initiative to improve communication to parents and to encourage students to take responsibility for their attendance at school.

REPORTING TO PARENTS

The electronically generated reports, now Department of Education standard, provide you with your child’s levels (A-E for Years 3-6, Year 1 and 2 use words, see report template) of achievement that gives you an accurate picture of performance compared to others of his/her age across the state. They also ensure that they are uniformly presented and as such provide reliable information that is portable to other schools.

Strategies used to inform parents of student progress could include:
- student portfolios/work samples containing evidence of students’ learning, and information highlighting progress in areas of school and class priorities;
- student/teacher/parent conferences to discuss student progress with class teachers and reflect upon student progress through feedback sheets;
- open night;
- three way conferences; and
- half yearly and annual reports.

We believe that the work samples are effective in tracking the complexity and individuality of a student’s learning. When used with other data gathered by teachers including checklists, anecdotal notes and cumulative scores, the student and teacher will be able to give a very good insight into student development and achievement.

PUBLICATION OF IMAGES & WORK

Anne Hamersley Primary School has received clarification of the Department of Education’s Information Privacy and Security Policy that requires schools to gain parental/guardian permission before using visual images of students, such as photographs, outside the school environment.

This school regularly uses images of students in a variety of ways to recognise excellent achievement, inform parents and the local community of school matters, publicise events and to promote the school. From time to time we may also be asked to contribute to Department of Education materials such as educational videos, newspaper and local papers. The school also has a website which may result in your child’s image potentially being accessed worldwide through the internet.

The permission of parents/caregivers is required before any photographs are printed. There is therefore a requirement that the form entitled Digital Medias Consent Form is filled in and returned to Administration.

SCHOOL VISITORS

All parents, helpers and visitors are required to come to the main foyer to sign-in our visitors’ book, which will enable you to state your purpose for being here and receive a badge which will enable you to remain “on-site”. On completion of your visit it is requested that you exit from the main entrance after handing in your badge and signing out. Anyone without a badge will be challenged and asked to leave or proceed to the office to follow this procedure. Members of external agencies working with children are expected to present their Working With Children cards. Details are recorded in our electronic records.
EARLY RELEASE FROM SCHOOL
Parents are requested to identify on their child’s admission form the names of people they wish to act on their behalf in an emergency. Authority from the parent/caregiver is required before students are released to anyone during school hours. Forms are available at the office and they are to be completed by the parent/caregiver before students can be released from school. The name of the person collecting the student is checked against the child’s admission card. Please ensure that the office is kept advised at all times if the emergency contacts identified on the admission card changes.

COURT ORDERS OR OTHER OFFICIAL DOCUMENTS
Parents are requested to bring in the original of these so they can be copied and kept in our official records archives ready for reference.

DIGITAL MEDIA
Teachers utilise a number of different resources within an educational setting on occasion these materials ‘may’ have been classified PG. All due diligence is given before class viewing takes place. There is a consent form attached to the webpage ‘Digital Medias Consent’ that needs to be signed to allow your child to participate.

STUDENT REQUIREMENTS

VOLUNTARY CONTRIBUTIONS AND CHARGES
In order to enrich the educational opportunities available to your child, under the Education Act, the Department of Education regulations provide that a Principal, with the endorsement of the School Board (to be established), may establish funds to assist in the purchase of library materials, sporting equipment, extra art/craft materials, stationery, learning aids and other incidental materials that render the school’s learning program more efficient. The voluntary contributions for 2016 for students is:

- Kindergarten $50 per child
- Pre-Primary -Year 6 $60 per child

Parents/carers are welcome to pay their voluntary contributions when purchasing their child’s personal items at the beginning of the school year online through Campion.

In addition, specific requests for charges to cover the cost of activities such as excursions, incursions, swimming lessons, interschool sport, dancing lessons, etc. will be made during the year. Anne Hamersley Primary School has endorsed the schedule (see page 11) of charges for 2016. The schedule is broken into two sections and will allow you to calculate all costs that may be incurred throughout the 2016 school year.

PAYMENT METHODS
Contributions and charges may be paid by:

- **Cash** Payable at the School Office. Please do not send cash through the mail.
- **Cheque** Cheques should be made payable to “Anne Hamersley Primary School” and may be mailed to: 16 Dunnett Drive Ellenbrook WA 6069.
- **Credit/Debit Card** Master Cards and Visa Cards are accepted (in person)
- **EFTPOS** Facilities are available at the school office.
### 2016 Voluntary Contributions & Charges Years K-6

In accordance with Department of Education policy, outlined below is Anne Hamersley Primary School’s schedule of Voluntary Contributions and Charges for 2016. The schedule will allow you to calculate all costs that may be incurred throughout the school year.

#### VOLUNTARY CONTRIBUTIONS

<table>
<thead>
<tr>
<th>Cost Component</th>
<th>Itemised Costs</th>
<th>CHARGES – Extra Cost Options Estimated maximum cost</th>
<th>OTHER OPTIONAL COSTS/SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Itemised Costs</td>
<td></td>
</tr>
<tr>
<td><strong>PRE-PRIMARY – YEAR 6</strong> $60 PER STUDENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ITEM</strong></td>
<td><strong>K</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td>Photocopies</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workbooks/Exercise Books</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Library Books</td>
<td>$15.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td>$10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft Materials</td>
<td>$10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Resources – Sporting equipment</td>
<td>$15.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$60.00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **KINDERGARTEN** $50 PER STUDENT |               |                                                   |                              |
| **Cost Component**       | **Itemised Costs** | **CHARGES – Extra Cost Options Estimated maximum cost** | **OTHER OPTIONAL COSTS/SERVICES** |
|                       |                |                                                   |                              |
| Photocopies            | $5.00          |                                                   |                              |
| Workbooks/Exercise Books | $3.00          |                                                   |                              |
| Reading/Library Books  | $5.00          |                                                   |                              |
| Stationery             | $2.00          |                                                   |                              |
| Craft Materials        | $20.00         |                                                   |                              |
| Student Resources – Sporting equipment | $5.00       |                                                   |                              |
| Student Resources – Classroom resources | $10.00       |                                                   |                              |
| **TOTAL**              | **$50.00**     |                                                   |                              |

**Personal Use Items:**
- Year K-PP up to $65.00
- Year 1-4 up to $65.00
- Year 5-6 up to $85.00

- **Personal Use Items may be purchased from Campion throughout the year or from any supplier.**

- **School Dress Code (uniform)/House T-Shirts**
  - **Prices vary**

- **PEAC – cost of each course differs and you will be advised if your child is selected.**

**Charges – Extra Cost Options.** Additional cost items such as incursions/excursions are estimated maximum costs. Payment will be requested during the school year when costs and participation by students is confirmed.

**Please note that the level of Voluntary Contributions & Charges is to be approved by the School Board.**

A range of payment options are available and may be negotiated with the school.

Whilst contributions are voluntary the quality of our teaching and learning program will be maximised when each family makes its contribution to the cost of supplementing funding gained from other sources, including the State and Australian Governments.

The term ‘charges’ refers to the extra cost optional activities which are part of an education program and which contributions do not cover. All the above are optional and if no payment is received, an educational activity with a similar outcome will be provided to that student. The 2016 extra cost optional activities are to be approved by the School Board. The estimated costs provided are at an upper limit and will not exceed this amount. These costs will only occur if the activity is actually undertaken.

Whilst contributions are voluntary the quality of our teaching and learning program will be maximised when each family makes its contribution to the cost of supplementing funding gained from other sources, including the State and Australian Governments.
PERSONAL USE REQUIREMENTS
While the Department of Education supplies certain text materials and work books, parents are required to provide items for personal use such as pencils, pens, rulers and so forth. Parents should check regularly that each student has the appropriate equipment for use throughout the school year.
Separate lists of the requirements for each class are issued. Additional copies of these lists are available at school for people who miss out on the original issue or may be downloaded from our website.
Campion offers a service to this school whereby they will supply the necessary items in a complete order for each child at the beginning of the school year. A list of requirements for the forthcoming year is issued each November/December where parents are able to utilise an internet ordering service for your convenience.
These items should be clearly named. To develop habits of neatness and a pride of work, it would be appreciated if parents would cover all books in which written work will be done by the child throughout the year.
All children will need a library bag which is used to preserve and protect school library books when carried to and from school. Your child will need to have personal use items in his/her possession each school day in order to maximise participation in the learning opportunities/activities presented. It may be necessary to replace some items such as pencils throughout the year.

NOTE : The supplier mentioned has been selected by the school. All items on the list are available from other suppliers and parents are free to purchase list items from other sources.

CARE OF MONEY AND VALUABLES/MOBILE PHONES
Children should not bring valuables, toys or unnecessary money to school. Children who need to bring money should not leave it in bags outside the classroom or in their desks, but should place it in the care of their class teacher or keep it on their person. All mobile phones should be handed in to the class teacher at the commencement of the school day. The school does not accept any liability for the loss or damage to the above items if they are brought to school.

LIBRARY
We have a fully automated library. A wide range of books and resources are available for both students and staff along with access to up to date computer equipment including internet facilities.
Children wishing to borrow a book must provide a library bag. In this, our Foundation year, all children will be presented with a library bag. There will be a charge applied for all lost and damaged library books.
Books and resources are borrowed for 7 days and may be renewed after that time. Parents are asked to pay the replacement costs for any damaged or lost items.

LOST PROPERTY
Lost property is a continual problem at all schools. As such parents are requested to ensure that all clothing is clearly marked with the child’s name so that the owners can be located when clothing is found. Every effort will be made to return lost clothing if the articles clearly show the name of the child. Lost property is usually stored in a convenient location (Medical Room in the Administration Block) readily accessible to both students and parents. Any unclaimed lost property will be donated to a recognised charity at the end of each term. We will also arrange periodic “displays” of lost property at some assemblies.

INTERNET POLICY
The school is committed to the Curriculum Framework and Australian Curriculum and every effort is made to use the computers and the internet as part of each classroom’s learning programme, rather than be taught as a separate subject. The internet is a tool which can be used across all eight learning areas. The internet offers tremendous opportunities of educational value. Internet access will be available to students with teacher supervision. All students, parents and teachers are to complete a Digital Medias Consent Form.
SCHOOL DRESS CODE

Following on from discussion, and selection and approval by the school community, we have selected a school uniform suitable for all children. The uniform is for sale at Lowes store located in The Shops off Main Street in Ellenbrook. The following is the school uniform for our school.

GIRLS
Uniform dress (this will have an embroidered logo) and black school shoes. These don’t necessarily have to be leather school shoes.

SPORTS UNIFORM - Polo top with navy skorts or sport shorts. Sports shoes may be worn on the days that sports uniforms are worn for sport. These are designated days.

BOYS
Polo shirts and navy dress shorts with black school shoes. These don’t necessarily have to be leather school shoes.

SPORTS UNIFORM - Polo top with navy sport shorts. Sports shoes may be worn on the days that sports uniforms are worn for sport. These are designated days.

CONTEXT
There are several reasons why a school uniform is an essential element of our school culture and dress code:

1. Uniforms are tangible evidence of the standards expected of students. A school’s dress code plays an important role in promoting a positive image of the school and creating a sense of identity among students.
2. They promote safety of students through easier identification;
3. They assist in keeping costs of clothing within reasonable limits for parents.
4. They assist students to learn the importance of appropriate presentation.

Later in the year, I will involve the P&C and School Board in the process of drafting a Dress Code for Anne Hamersley Primary School.

DRESS CODE EXCLUSIONS:

- thongs, slip-ons, ugg boots, rubber boots, football boots in class, high heels or platform shoes;
- coloured joggers
- jewellery (watches, ear studs and sleepers are acceptable). Make-up is excluded, this includes nail polish.
- bulky jackets may be worn over a jumper and removed before entry to class. (Classrooms are adequately heated);
- brief shorts, board shorts or denim shorts;
- clothing with vulgar, lewd or offensive slogans or pictures;
- no logos bigger than a bankcard; and tee shirts and long pants not in school colours, jeans, camouflage clothing, black clothing, checked shirts or long coloured striped socks.

NOTE: Despite the details above, it is an expectation that all children will wear school uniform.

ADVICE TO STUDENTS ON DRESS CODE
A sun safe hat in the school colours is compulsory. Brim to be approximately 7cm. Parents will be notified of the dress code on admission. This will include the wearing of black school shoes or black trainers.

MODIFICATION TO DRESS CODE
Students who for religious or health reasons may need to modify the school dress code are required to make an appointment with the Principal to negotiate alternatives. Staff will be informed of these students.
HOMEWORK
Homework is seen as valuable in the revision and extension of class work and to help develop independent learning, however, homework should be relevant to the child’s individual needs and developmental stage. Classroom teachers will refer to this policy at class meetings held at the beginning of the year and answer any questions you may have regarding school work at home.

EARLY CHILDHOOD - YEAR PP - 2
1. Children will complete homework within the range of 3 to 4 nights per week.
2. Children are encouraged and may be required to practise mathematical concepts, spelling and reading at home.
3. The maximum time commitment is between 20 – 30 minutes per night.
4. There is an expectation that parents will be responsible for supervising homework completion with teachers ensuring work is checked. Teachers will also monitor completion and praise home achievement.

MIDDLE PRIMARY - YEAR 3 & 4
1. Children will complete homework within the range of 3 to 5 nights per week.
2. Children are encouraged and may be required to practise mathematical concepts, spelling, writing and reading at home.
3. The maximum time commitment is between 20 - 30 minutes per night.
4. There is an expectation that parents will be responsible for supervising homework completion with teachers ensuring work is checked. Teachers will also monitor completion and praise home achievement.

UPPER PRIMARY—YEAR 5 & 6
1. Children will complete homework within the range of 4 to 5 nights per week.
2. Children are encouraged and may be required to practise mathematical concepts, spelling, writing and reading at home.
3. The maximum time commitment is between 20 - 30 minutes per night.
4. There is an expectation that parents will be responsible for supervising homework completion with teachers ensuring work is checked. Teachers will also monitor completion and praise home achievement.

SUGGESTIONS TO PARENTS
- Establish a homework routine with your child/ren.
- Provide a quiet working area.
- If any difficulties arise, please discuss the situation with your child’s teacher.
- Homework, including project work, is directed at the child not the parent.
- Homework should further the partnership between the home and school.

EXCURSIONS AND CAMPS
From time to time class teachers may arrange excursions and outings for children in their class. These form part of the educational program, and wherever possible we arrange transport by bus. (Upper limits of excursions are covered in the 2016 Charges and Voluntary Contributions document.)

INCURSIONS
These visits by high profile organisations with a message, entertainment or valuable learning experience are presented at school from time to time. It is an expectation that all children attend these presentations. Children who cannot attend for financial reasons will be supervised for the duration.

STAFF MEETINGS
Staff meetings will be held each Wednesday afternoon immediately after the children’s 2.30pm dismissal. All meetings will be held out of instruction hours.
LATE ARRIVAL
Students who arrive after the school has begun at 8.40am are required to come to the Administration Office to register their attendance where a late note will be generated for them to hand to their class teacher. All lates are recorded. Parents of students who are regularly late will be contacted to discuss the situation.

CHILDREN TRANSFERRING
When children are about to leave our school or transfer to another school, parents are asked to contact the office or advise the class teacher at least a week or more beforehand. This will provide adequate time to enable the staff to ensure that all records have been completed and checked and all library books or borrowed materials are returned prior to the child’s departure.

SICK CHILDREN – PLEASE ENSURE THAT YOUR CHILD’S HEALTH RECORDS MAINTAINED AT THE OFFICE ARE CURRENT
Although we endeavour to take every care of genuinely sick children, we request that parents do not send to school children who have been ill at home and have not fully recovered. If a child has a recurring illness or communicable disease, please let the teacher or the office know. Parents must supply an emergency caregiver’s number that is current in case of emergencies.

If a child becomes ill at school the caregiver will be contacted and asked to take the child home. Where a caregiver cannot be contacted we will contact the emergency contacts provided. Alternatively the child will remain in the sick room under the supervision of the administrative team. When the caregiver calls to collect the child the nature of the child’s complaint will be given to them. In exceptional circumstances immediate medical help will be sought and the caregiver contacted as quickly as possible. The cost of an ambulance, if needed, will be the parents’ responsibility.

FIRST RESPONSE TO PLAYGROUND INJURY
Every effort is made to attend to minor cuts, grazes, sprains, etc. For serious injuries parents are contacted immediately and an ambulance could be called, depending on the severity of the injury or distress.

ASTHMA
We are an Asthma Friendly school. This means we have both an awareness of asthmatic symptoms and first aid procedures. It is the responsibility of parents to provide both “puffers” and instructions for their use to the school office or class teacher.

INFECTIOUS DISEASES AND IMMUNISATION
The WA Department of Health strongly recommends that children entering school are fully immunised. Our guide for communicable and infectious diseases is taken from the WA Department of Health, and the Department of Education Regulations. For your information details relating to some of the more common diseases are listed over the page:

**Chicken Pox:** Exclude for at least 5 days after vesicles (rash) appear and until vesicles have formed crusts. Note that crusts alone do not warrant exclusion. Refer any immunosuppressed children (e.g. leukaemia patients) to their doctor. Do not exclude other contacts.

**Hepatitis A:** *NOTIFIABLE* Exclude for at least one week after onset of jaundice or two weeks after onset of symptoms (if not jaundiced). Extra exclusion may apply for high risk groups.

**Measles:** *NOTIFIABLE* Exclude for 4 days after the onset of the rash, in consultation with public health unit staff. Do not exclude vaccinated or previously infected contacts. Susceptible contacts should be excluded until 14 days after the onset of the rash in the last case occurring at a facility. If susceptible contacts are vaccinated with MMR within 72 hours of their first contact with the first case, or Immunoglobulin within 6 days of exposure, then they may return to school following vaccination. Contact management will be coordinated by public health unit staff.
**Mumps:** Exclude for 9 days after onset of symptoms. Consult with your public health unit staff. Contacts—Do not exclude.

**Ringworm:** Exclude until person has received anti-fungal treatment for 24 hours. Contacts—Do not exclude.

**Rubella:** Exclude for four days after onset of rash. Contacts—Do not exclude. Refer pregnant contacts to their doctor.

**Scabies:** 2 to 6 weeks before onset of itching if not previously infested. People who have been previously infested may develop an itch 1 to 4 days after re-exposure. Exclude until the day after treatment has commenced.

*Please keep the school provided with up to date information regarding the immunisation status of your child.*

**HEAD LICE**

Anne Hamersley Primary School asks that all parents regularly check their child’s hair for head lice and, if lice are found, please treat promptly and inform the class teacher or school administration. Once the child has been treated he/she may return to school. Re-infestation is highly likely to occur if the entire family is not checked and all combs and brushes are not treated. Children with long hair should have their hair tied back at all times. Hair will need to be checked by parents on a daily basis for the following 10 days to ensure that all lice and eggs have been removed from the hair. Refer to the Department of Health, head lice fact sheet at [http://www.public.health.wa.gov.au/](http://www.public.health.wa.gov.au/)

If a child is found to have head lice while attending school the parents will be telephoned and asked to collect the student who must be excluded until treatment is underway. A leaflet containing information for parents on suitable treatments is available at reception. Parents are encouraged to seek advice from the school at any time to help overcome this ongoing problem. In the meantime in accordance with the school dress code, we strongly recommend tying your child’s hair back to avoid contact.

**MEDICATION**

Requests for school staff to administer ONLY prescribed medication must be made at the school office. Parents are asked NOT to make individual requests to the class teacher.

Parents who require the administration of medication to their children during school hours (including asthma preventatives or relievers) are asked to provide the medication to the school and to complete the necessary form. The school requests that prescription medication is supplied to the school in pharmacy labelled packaging. Students are not to keep prescription medication in their bags.

**ALLERGY FRIENDLY**

Like all schools, Anne Hamersley Primary School responds to individual students’ medical needs. Some of our students have severe allergies that are of a life-threatening nature. Anne Hamersley Primary School is an ‘ALLERGY FRIENDLY’ school. Which means that we respect the individual needs of students who have identified allergies (with care plans) to such products as nuts, kiwi fruit, milk and eggs to name a few. In particular, food products that have nuts or are made from nuts should not come to school. i.e. peanut paste, Nutella and nut bars. We seek your support to keep our school allergy friendly by not including these products in your child’s lunches and snacks. We request that children do not share food at recess or lunch.

If you provide food for celebrations to the classroom, please ensure a full list of ingredients is available so every care can be taken for children with allergies.

**SUN PROTECTION**

Anne Hamersley Primary School follows a “No Hat No Playing in the Sun” protection policy.

This is in place:
- to encourage all students to have some form of protection from the sun when involved in outdoor activities;
- for students to develop sensible habits with regard to protection from harmful effects of the sun;
- to educate students to be aware of the dangers of exposure to the sun; and
- to encourage students to wear the school hat as an integral part of the school uniform.

**WET WEATHER PROTECTION**

All children at Anne Hamersley Primary School are encouraged to play each day during the recess and lunch time available to them and this is to be encouraged in wet weather unless thunder storms are present. For children to be able to play in wet weather it is essential that they come to school with suitable wet weather protection which can include rain coat, rain hat and gum boots.
THE TRAFFIC LIGHT FOOD GUIDE
A handy guide to providing your children with nutritious food that keeps them happy and healthy is the Traffic Light system. This system categorises food into three groups.

GREEN
Eat these foods as part of every meal, every day! These foods offer the best balance of nutrients and energy and are higher in essential Vitamins, Minerals and Fibre.
Examples Low Fat Yogurt, Colby & Edam Cheese, Wholegrain Sandwich, Porridge, Natural Muesli, Chickpeas, Baked Beans, Tinned Fruit in Juice, Tinned Tuna in Water, Fresh or Frozen Fruit & Veges, Beef, Pork or Lamb trimmed of visible fat, Skinless Chicken.

AMBER
Eat these foods with some meals, but not every meal, and definitely not every day! Too much or too often can be unhealthy. Enjoy small serving sizes.
Examples Ham, Bacon, Pastrami, Processed Breakfast Cereals, White Bread, Taco Shells, Tasty Cheese, Fruit Bread, Fruit Scones, Homemade Pancakes, Plain Sweet Biscuits, Custard.

RED
Before you eat, think “should I eat that?” Try to eat these foods only once a week! They are the most likely to cause health problems, especially if you eat them all the time.
Examples Hot Chips, Sausages, Salami, Luncheon, Pies, Hot Dogs, Chicken Nuggets, Potato Chips, Salty Savoury Snacks, Chocolate Cake, Muffins, Muesli Bars, Donuts, Camembert, Fizzy Drinks.
You are asked to be aware of this guide in packing your children’s recess snack and lunch.

NOTE: Please be aware that several lines of snack food come in containers that children find difficult to open. This presents a problem, as staff are unable to assist because of numbers and the need to supervise during this time.

EDUCATIONAL PSYCHOLOGIST
A school psychologist from the Department of Education is appointed to our school. Children with learning difficulties can be assessed to ascertain areas of need and guidance and assistance is offered to teachers and parents. Help with children who have social, behavioural or emotional concerns is also available. Before a school psychologist can have any involvement with children, informed consent must be given by the caregivers. Parents who have concerns regarding their child’s learning or well being should contact the school and the necessary arrangements will be made.

SCHOOL NURSE
The school nurse visits the school periodically. Children are examined at intervals and parents are alerted to problems. Screening for problems with hearing or vision is conducted in the early years of schooling (Kindergarten and Pre Primary).

DENTAL THERAPY UNIT
Free dental treatment is available at the dental therapy unit attached to this school. However, no child can be given treatment until parents have signed a form authorising the dental therapists to treat the child. Where special orthodontic work is needed, children are referred to an orthodontist, but in this case the cost of treatment must be borne by parents.
Anne Hamersley Dental Therapy can be contacted on 6296 5237.

INSURANCE COVER AND SCHOOL CHILDREN
To avoid any misunderstanding with regard to school children and insurance cover, your attention is drawn to the following points:

- The Department of Education does not insure children against injury at school or on an excursion, camps, visits, etc. This is considered to be the responsibility of the parent. School children’s accident insurance cover is available from several insurance companies. This insurance provides twenty-four hour per day cover.
- On school excursions, camps, swimming etc., whether children travel by bus or private transport, they are covered while travelling by normal third party insurance cover, the premium for which is part of both car and bus registration fee.
Some bus companies do carry an additional public liability policy, but it would only cover negligence on the part of the company.

**POSITIVE PARENTING PROGRAM**

Triple P gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children’s behavior and prevent problems developing. It is one of the most effective evidence-based parenting programs in the world, backed by more than 30 years of ongoing research. Triple P is currently used in 25 countries and has been successful across cultures, socio-economic groups and in all kinds of family structures. Triple P’s multi-level suite of programs continues to evolve and grow – both in what is offered and how it is offered. Researchers have developed programs delivered in seminars, groups, individually and online, which result in improved relationships and parenting confidence and greater use of positive parenting strategies. At Anne Hamersley Primary School, we encourage all parents to attend the Triple P Seminar Series as their child enters school.

**MEETING THE NEEDS OF INDIVIDUALS**

Anne Hamersley Primary School is committed to meeting the individual needs of our children. In order to develop and implement the most appropriate and relevant teaching and learning programs we need to be informed about children with special needs. Special needs may include:

- speech and/or language delay
- gross/fine motor delay
- behavioural disorders
- social/ emotional problems
- physical disabilities
- specific learning disabilities; or
- academic talent and/or giftedness

### EARLY CHILDHOOD EDUCATION ENROLMENT AGES

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Kindergarten programs assist in the development of competent, confident and creative learners who grow to become responsible citizens. Children have a fundamental right to access high quality programs, environments and pedagogical practices that acknowledge and respond to each child's uniqueness in the way they develop, grow and learn.

Children in these years continue to build foundations of effective communication (including Information Technologies), literacy and numeracy are introduced to key ideas and concepts of other learning areas. Building effective learning and life skills require cognitive skills and strategies, social and emotional competence, cultural competence, physical and personal development and creativity to be addressed.

High quality programs compliment and motivate children's natural curiosity, sense of fun and zest for learning. Educators provide opportunities for children to learn through an orchestrated balance of play, deliberate and intentional teaching and spontaneous experiences and interactions. Curriculum experiences are active, engaging, challenging and connected to children's lives. Children are encouraged to make decisions and take risks in learning, show initiative, make choices, reflect, problem solve and persevere. Kindergarten indoor, outdoor and temporal environments are used to enrich learning and reflect effective early childhood pedagogy for children of this age.

As Kindergarten children attend kindy 15 hours per week, the kindy days will be split into five days a fortnight with two days one week and three days the alternate week. Kindy students will attend school for full days from the start of the year. The Kindergarten will use the same session times are the school timetable.

- **The Red group will attend Mondays and Wednesdays each week with alternate Fridays starting in the first week (odd weeks).**

- **The Yellow group will attend Tuesdays and Thursdays each week with alternate Fridays starting in the second week (even weeks).**

*In the first week………..*

<table>
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<th>ALL children need to bring;</th>
<th>Red group only</th>
<th>Yellow group only</th>
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<tbody>
<tr>
<td>2 boxes of tissues</td>
<td>1 kg plain flour</td>
<td>1 bag of icing sugar</td>
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<tr>
<td>1 roll of paper towel</td>
<td>1 Bi-carb soda</td>
<td>1 cream of tartar</td>
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<tr>
<td>An inexpensive waterproof art smock that covers clothing</td>
<td>1 litre of vegetable oil</td>
<td>1 bottle of food colouring</td>
</tr>
<tr>
<td>• A small towel that can be used at relaxation time</td>
<td>500g pasta</td>
<td>500g rice</td>
</tr>
<tr>
<td>• Sunscreen</td>
<td>1 packet of coloured/illustrated patty pans</td>
<td>1 packet of coloured sponges</td>
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<tr>
<td></td>
<td>1 liquid hand soap</td>
<td>1 can shaving foam</td>
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<tr>
<td></td>
<td>1 bag of cotton balls</td>
<td>1 dishwashing liquid</td>
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</table>

All items supplied by parents are consumables and will be used for and by the children in their learning activities. Please purchase plain brands.
EACH DAY:
- A hat - must be wide brimmed - the school hat available from Lowes in Ellenbrook.
- Children need their own water bottle each day, which they take home at the end of the day to be cleaned and filled with water only (no juice please).
- A piece of fruit for “fruit time”
- A healthy packed lunch
- A school bag

NOTE: Please label all belongings clearly with child’s name.

A NOTE ON FRUIT TIME
At kindergarten we have fruit as a snack at recess time. Please ensure your child has at least one piece of fruit per session. This fruit is then washed, cut up and shared amongst the children. Alternatives to fruit are vegetables, plain crackers, dried fruit, cheese cubes or sultanas, but please – no sweet biscuits, lollies or nuts.

PARENT ROSTERS for LAUNDRY/PLAYDOUGH/FRUIT CUTTING
Parent helpers are welcomed in the Kindergarten. You can help out regularly by volunteering to do washing, make play dough and cutting fruit. Rosters will be displayed in the first week of term one.

ALLERGIES/HEALTH CONCERNS
It is very important that you notify Administration upon enrolment and complete the necessary health care forms about any allergies or health conditions affecting your child. These may include food allergies, asthma, bee/wasp allergies, dietary considerations due to religion, etc. If your child is unwell, please keep them at home until they are well. If your child becomes unwell at school, the school will contact you. Please ensure that all of your contact numbers are up to date.

LUNCHES
Lunch boxes should contain a variety of foods that are healthy and wrapped with minimal or no packaging. There are a variety of containers and lunch boxes available that enable no wrapping of foods. Pre-packaged snacks and treats of dubious nutritional value are increasingly visible in lunch boxes. We would ask that these snacks and treats should be kept to a minimum i.e. no more than one item per day.

CLOTHING
School uniforms are available at Lowes in Ellenbrook and are strongly encouraged. It is likely that after the establishment of the Board, uniform will be compulsory. Please label ALL items of clothing. Children will be asked to empty the sand out of their shoes after each outside session so footwear that they can manage themselves is best, e.g. Velcro on sneakers. All children must wear shoes at all times during the school day. In case of an “accident”, please ensure your child always has a spare change of clothes in a plastic bag in their school bag. A wide brimmed hat is essential at all times and we encourage children to continue wearing them for the winter months of June, July and August. All clothing/hats should be clearly marked with your child’s name. Baseball caps are not “sun safe”. Please apply sunscreen at home before school especially in the summer months. Children can get easily sunburnt and wind burnt.

DELIVERING/COLLECTING YOUR CHILD
Kindergarten and Pre Primary children must not be left unattended before the classroom doors open. We have family time from 8.30am to 8.45am. They should also be collected on time at the end of the day at 3.00pm as it is very distressing for a young child to be the last one picked up. They must be brought and collected by an adult. We must be notified if someone other than the primary caregiver is going to pick up your child at the end of the session. For duty of care reasons, please do not let any of your children play on the playground or with equipment before or after school.
PARENT HELP
We value your help in our early childhood program and ask that you volunteer to come in for a couple of sessions per term by writing your name down on our parent roster which will be displayed in your child’s classroom. Parent help will be discussed further at the parent information sessions at the beginning of term 1. If any parents and family members have special talents or an interesting occupation, we would love you to come in and share them with us, eg. artist, bee-keeper, musician, dancer, potter, fireman, nurse, baker, etc.

BIRTHDAYS
Due to the difficulty that could be encountered by children with allergies, parents are asked to provide cup-cakes or chocolate freddo frogs only. If the cup cakes are prepared at home a list of ingredients needs to be provided to ensure that children with allergies are not given these treats. Cup-cakes can also be purchased from recognised retail outlets. These outlets print ingredients on their packaging and are closely monitored by Health Authorities. Please do not send in nut related foods. Parents of children with severe allergies may like to keep “treats” at school for these occasions to allow their children to be part of a celebration.

Parents who would like their children to be excluded from Birthday Celebrations are asked to contact their child’s teacher by the end of week 1 of the year.

LIBRARY
We have a fully automated library. A wide range of books and resources are available for both students and staff along with access to up to date computer equipment including internet facilities. Kindergarten and Pre Primary children will visit the library once a week to participate in literature lessons and to borrow a book. Books will be returned every 7 days and may be renewed after that time. Foundation students will receive a school library bag on the first day of school in 2016. Children wishing to borrow a book must bring their library bag on their library day. Parents will be asked to pay the replacement costs for any damaged or lost items.

VOLUNTARY CONTRIBUTIONS
The voluntary contributions for Kindergarten are $50 per year and $60 for Pre Primary children. These may be paid at the office at the beginning of the year.

JUNK MATERIALS
Your junk is our treasure! Where possible please try to bring in clean items that are in good condition. Ice cream containers, foam trays, lace, boxes, corks, material, buttons, wrapping paper, cards, magazines, pegs, string, shells, tubes (not toilet rolls), dress-up clothes, etc.

PARENT INVOLVEMENT

PARENTS AND CITIZENS’ ASSOCIATION
The P&C comprises parents and guardians of children attending Anne Hamersley Primary School and other interested persons over the age of 18 years who have paid an annual subscription (55 cents). The principal of the school is an ex officio member. The P&C Association, as per the School Education Act 1999, is a recognised organisation whose major objectives are to:

- act as formal, recognised parent forum for discussion of educational issues;
- develop community interest and gather community opinion on educational issues;
- elect a representative to the School Council;
- participate in the formulation of the educational policies of the school through representation on the School Council;
- promote the interests and well being of the children attending the school;
- work to bring about greater co-operation between the school and the home;
- provide additional resources and facilities for the school.
Dates and times of general meeting and sub committee meetings are advertised in the school newsletters and in the term planner. A small joining fee of 55¢ is asked if parents wish to be a member of the P&C and/or of its sub committees. It is not necessary to pay this fee to attend the general meetings, or committee meetings, only to vote on issues. There can be no doubt children have benefited from the assistance and support of the P&C Association. The principal, staff and P&C Association cordially invite you to take an active part in the Association’s affairs and to co-operate in making the school more progressive. All interested parents and friends are welcome to attend any meeting and are encouraged to become active members.

Please note: All P&C matters are to be presented in writing and sent to the secretary to be forwarded to appropriate persons or subcommittees. Direct criticisms to subcommittee representatives are not appropriate. All matters relating to a child/teacher should be handled through an interview with the class teacher/principal, at a time arranged to suit all parties. The P&C is not a forum for discussion of specific issues relating to particular children or teachers.

The P&C operates under the guidance of WACSSO (Western Australian Council of State School Organisations Inc.) and abides by the constitution and rules provided by them. There are positions that are required to be filled each year for the P&C (and the sub committees) to operate; these positions are filled at the annual general meeting, which usually occurs in the first few months of the new year. Most positions require a little of your time each month.

**SCHOOL BOARD**

The *School Education Act 1999* provides for school councils to enable parents and members of the community the opportunity to engage in activities that are in the best interests of students and enhance the education provided by the school.

Specifically, the functions of the Board are to:

1. Take part in establishing and reviewing the school’s objectives, priorities, and general policy directions; financial planning to support the above; evaluating the school performance in achieving the above; and formulating codes of conduct for students.
2. Promote the school in the community.
3. Determine, in consultation, a dress code for students.
4. Approve: contributions, charges and extra cost optional components of the school educational program; items for personal use in the educational program; and advertising and sponsorship arrangements.

NOTE: With effect from 2016 this body will be constituted as a School Board. This could take the form of an election to membership process.

**PARENT HELPERS**

Parent assistance in classroom and with school activities is always very welcome. It gives parents the opportunity to take an active part in class activities and to develop an understanding of how children learn. At the same time parent help enables teachers to give more individual attention to members of the class. If you wish to assist in the class please contact your classroom teacher, the deputy principals or watch for notes in the school newsletter asking for assistance with special school events.

**POLICE CLEARANCE AND CONFIDENTIALITY**

Parents working with children in the classroom are required to complete a Department of Education and Training “Confidential Declaration” which is available from the school office. Other volunteers may be required to obtain a “Working with Children Check”. Please check with reception for more information.
PARENT WORKSHOPS
At regular intervals through the year parent workshops will be held to inform parents about educational issues and approaches being used at Anne Hamersley Primary School. All workshops will be advertised in The Landing Post. Parents are encouraged to attend.

COMMUNITY MEMBER’S CODE OF CONDUCT
To ensure safety, security and the social-emotional development of all students and school personnel, the following list is the school’s expectations of the conduct that is expected of all community members whilst on school premises.

When on school premises you must:

- Act in a polite and courteous manner at all times.
- Observe the parking and drop off requirements of the school.
- Obtain a visitor’s badge and state the name of your business if remaining on school premises.
- Refer child related concerns to the class teacher or the office.
- Be aware that staff are not always available on demand and that an appointment may be necessary.
- Respect each child’s privacy by ensuring your concerns are discussed with staff in private.
- Respect the position of all staff as authority figures in your child’s life and refer to them in a positive manner.
- Request a copy of school policy when further information is required.
- Help to promote a smoke free zone around the school.
- Avoid behaviours which are delivered in a manner that threatens, intimidates, or harasses. The use of inappropriate language and behaviour will be not be tolerated and will be dealt with accordingly.
- Help to ensure the good order of Anne Hamersley Primary School.

ARRIVING AT SCHOOL

CHILD PEDESTRIAN ISSUES
Research indicates that children under the age of ten should not walk to school unsupervised. If your child walks to school and is under the recommended age to walk alone, where possible, a buddy system may be formed with an older student so that your child may walk to school accompanied, therefore decreasing their road safety risk.

BICYCLE HELMETS/SKATEBOARDS/SCOOTERS
As legislation exists requiring all cyclists to wear helmets, children who do cycle to school must wear a helmet. It is recommended, by the WA Police, that children under ten do not ride bicycles unsupervised. The main reason for this is that children under this age have not developed peripheral vision.

Students who ride their skateboards to school are expected to wear appropriate safety equipment. This includes a helmet. Bicycles should be parked in the rack provided. It is highly recommended that students provide their own locks. Children on bicycles must give way to pedestrians at all times. It is even more important to adhere to these guidelines in wet weather. Please remember to place the safety of our children before the convenience of your parking when dropping off and picking up your child/ren.

OVERARCHING LEARNING OUTCOMES

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.

4. Students select, use and adapt technologies.

5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.

6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.

7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.

8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.

9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.

10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.

11. Students value and implement practices that promote personal growth and well-being.

12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

**WELLBEING AND ENGAGEMENT PLAN**

The National Safe Schools Framework’s overarching vision is: ‘All Australian Schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.’

**Guiding Principles** that enable the school to achieve a whole school approach:

- Everyone has the right to be safe and to feel safe.
- Everyone in our school community is treated with respect.
- Everyone feels part of the whole-school community and is included in its vision.
- Common goals are clearly articulated and prioritised.
- Written documentation provides the school community with a consistent approach to support wellbeing and engagement of our school community.
- A well defined and agreed understanding of acceptable behaviour for all members of the school community, both online and offline is promoted.
- Families and students are provided with clear information about strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.

**THE FRIENDLY SCHOOLS WHOLE-SCHOOL APPROACH**

It is our belief that the most successful approach to building our children’s wellbeing and ensuring that they are engaged in the whole process of learning, with particular emphasis on social and emotional learning, is through a whole-school approach.

We have chosen Friendly Schools to guide us in achieving this aim. This approach is grounded in Western Australia and is the result of exhaustive research conducted through our country. This is particularly pleasing as there are several programs in our schools that have been researched overseas with children from those countries.
The Friendly Schools approach therefore is:

- Australian Evidence based.
- Includes the whole school – children K-6, staff, families and communities.
- Has a systematic approach to implementation.
- Provides adequate and consistent support for teachers to ensure successful and sustainable implementation.
- Helps our children to make good choices about their wellbeing and the wellbeing of others.
- Has strong links to the Australian Curriculum.

There are five key areas:

- **Self-awareness** - recognising and understanding our feelings, while valuing our strengths and abilities.
- **Self-management** - controlling and directing our emotions in appropriate ways.
- **Social awareness** - being aware and respectful of the feelings and perspective of others.
- **Relationship skills** - dealing positively with relationship problems and social conflicts.
- **Social decision - making** - considering consequences and making thoughtful sensible decisions.

Embedded in Friendly Schools is **Restorative Practice**. This approach addresses relationships focusing on conflict which can occur between children, staff, parents and the community. Restorative Practice utilises a framework of questions.

Examples are:

- What has happened?
- Who has been affected?
- What are you going to do to make it right?

Our staff are trained in Restorative Practices and the Friendly Schools approach and it is our belief that in our school we will all enjoy the benefits of the positive and self-reflective approach this will develop.

The Restorative Practices Process is extremely fair as it allows;

1. Engagement-opportunity to have a say.
2. Explanation-understand the reasons for the decision.
3. Expectation clarity-shared understanding on what is expected in terms of behaviour and rules.

Whilst this approach will be central to our endeavours, we do acknowledge that some children from time to time, will need assistance to manage their own behaviour.

The following flow charts clearly set out the reflection process for self-managing behaviour.
IN-CLASS SELF-REFLECTION PROCESS

Two Verbal Reminders

POSITIVE CLASSROOMS

- All teachers will create a positive, safe, learning environment focused on the use of regular praise, low key responses, feedback and reward systems.
- Teachers will guide children to deal with conflict and rebuild relationships through the use of restorative practice conversations to teach them how to become problem solvers and to focus on what is fair and just in a school community.
- Severity Clause: Teachers can fast track a student if necessary.

FAST TRACK for behaviours that lead straight to:
- Reflection Time (Detention)
- In-School Suspension
- Out-of-School Suspension

Department of Education Suspension Categories:
1. Physical assault or intimidation of staff
2. Verbal abuse or harassment of staff
3. Physical assault or intimidation of students
4. Verbal abuse or harassment of students
5. Wilful offence against property
6. Violation of school Code of Conduct, behaviour management plan, classroom or school rules.

OUTCOME-Restoring Relationships

IN-CLASS SELF-REFLECTION PROCESS

Two Verbal Reminders

POSITIVE CLASSROOMS

- All teachers will create a positive, safe, learning environment focused on the use of regular praise, low key responses, feedback and reward systems.
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OUTCOME-Restoring Relationships
PLAYGROUND SELF-REFLECTION PROCESS

Two Verbal Reminders

Minor Incident

Redirection-Thinking Spot
(5-10 minutes)
In teachers duty zone

Relocation to Reflection Bench
Outside office until the bell goes
Parent notified by Administration

Playground Detention Form Completed by duty teacher and given to the Deputy Principal.
The Deputy Principal discusses the events through a restorative conversation. If warranted, the Deputy records the incident in Integris, contacts parent/s and generates a letter to go home on the same day. A 20 minute detention will be done at the next recess or lunch time.

In-School Suspension
Parent notified by Administration

Student spends the next day in the In-school suspension room. Class teacher provides work for the student. Deputy Principal records on Integris and generates a letter to send home on the same day.

Out-of-School Suspension
Parent notified by Administration

If behaviour is assaultive or abusive an out-of-school suspension occurs. The Principal must sign the suspension documentation. Parent must come in for a re-entry interview and Regional Office is notified.

POSITIVE PLAYGROUNDS

- Teachers will guide children to deal with conflict and rebuild relationships through the use of restorative practice conversations to teach them how to become problem solvers and to focus on what is fair and just in a school community.

- Severity Clause: Teachers can fast track a student if necessary.

FAST TRACK for behaviours that lead straight to
- Relocation to Reflection Bench
- In-School Suspension
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4. Verbal abuse or harassment of students
5. Wilful offence against property
6. Violation of school Code of Conduct, behaviour management plan, classroom or school rules.

OUTCOME-Restoring Relationships
OUR SCHOOL CREED

This is our School,
Let peace dwell here,
Let the rooms be full of contentment,
Let love and respect abide here,

Love of one another,
Respect for all people,
Respect for parents and teachers
And Love of life itself,

Let us remember that -
As many hands build a house,
So many hearts make a School.
You are the bows from which your children as living arrows are sent forth.
The archer sees the mark upon the path of the infinite, and He bends you with His might that His arrows may go swift and far.
Let your bending in the archer’s hand be for gladness;
For even as He loves the arrow that flies, so He loves also the bow that is stable.

Kahlil Gibran