

Wirrabirra School

Proud to be an Independent Public School



INFORMATION FOR PARENTS 2021

Primary School

Phone: (08) 9234 6800

E: wirrabirra.ps@education.wa.edu.au

Website: www.wirrabirra.wa.edu.au

Education Support Centre

Phone: (08) 9234 6850

E: wirrabirra.esc@education.wa.edu.au

Website: www.wirrabirraesc.wa.edu.au

71 Corfield Street, Gosnells WA 6110

Wirrabirra Dental Clinic: (08) 9398 1636

MEDICAL ALERT

Like all schools, Wirrabirra responds to individual students' medical needs.

Some of our students have severe allergies of a life threatening nature.

Wirrabirra is an ALLERGY FRIENDLY school

What does this mean? It means that we will respect the individual needs of students who have identified allergies (with care plans) to such products as nuts, milk or eggs to name a few. **In particular, food products that have nuts or are made from nuts should not come to school, ie peanut butter, nutella or nut bars.**

Our canteen is allergy friendly to accommodate individual students with special needs.

We seek your support to keep our school allergy friendly by not including these products in your child's lunches and snacks.

Thank you for respecting others.



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Welcome to Wirrabirra School

Wirrabirra School is a dual Independent Public School campus shared by the Primary School and an Education Support Centre in which the organisation and operations of the two schools are inclusive, where practical, to achieve the best outcomes for our students.

The learning programs provided at Wirrabirra reflects the principles, values and content of the Western Australian Curriculum within a Positive Behaviour Support framework. The design of the school gives the opportunity for flexible teaching methods which enhance the learning programs for our students.

We are proud that we have many interesting specialist programs which form a vital part in the life of the school. Wirrabirra has a well-developed Music Specialist program that provides tuition to all Pre Primary to Year Six classes. This program includes an excellent choir, band, recorder and instrumental group. Eligible students also participate in guitar, flute, trumpet and trombone tuition provided by visiting specialists. Physical Education programs operate with a specialist teacher from Pre-Primary to Year Six. A Digital Technologies program is provided for all students Pre Primary to Year 6 to complement skills being taught in class learning programs. Support for students at educational need including extension is provided by expert teachers to small groups in literacy through MiniLit and numeracy. Extension coaching is provided for all teachers to support improvements in teaching and learning. In 2021, Year Three, Four and Five students will have tuition in LOTE – Indonesian delivered online while the remainder of the Pre Primary to Year Six students will participate in a program built around numeracy skills. The school has a well-developed ICT network with wireless coverage featuring interactive technology, online teaching and learning programs and a computer lab for whole class instruction. In addition to class computers, we have mobile laptops and iPad resources.

At Wirrabirra we welcome visitors to our school. Parents are encouraged to regularly visit the school and develop a close working partnership with teachers and the school staff.

As a result of this interaction, students at this school are able to enjoy many worthwhile educational experiences. We believe that this interaction supports a challenging and quality education for your child.

The purpose of this booklet is to briefly outline some aspects of the school. You can also access additional information on our web page (Primary) www.wirrabirra.wa.edu.au



WIRRABIRRA EDUCATION SUPPORT CENTRE

Wirrabirra Education Support Centre (ESC) is an independent public school collocated with Wirrabirra Primary School and together are called Wirrabirra School. The ESC caters for primary age students from Kindergarten to Year 6 with disabilities. Children must meet criteria set by the Department of Education and have formal diagnosis by either a Paediatrician and/or Psychologist in order to be eligible for enrolment into the Centre. The School Lead Psychologists examine the diagnosis documents and approve a student's application to enrol in ESC. Once eligibility to enrol has been approved by the Department, the child can then enrol into the school.

Our vision is to provide a learning environment in which all students are given the opportunity to develop their individual potential and acquire skills, attributes and knowledge to enable students to become responsible members of a changing society.

Wirrabirra ESC has a strong focus in providing a thorough education so our students can achieve to the best of their ability. Our environment is welcoming and friendly and is a place for all to achieve. We value positive relationships with our students, parents and the wider community.

We believe: *'If a child cannot learn the way we teach.... We must teach in a way the child can learn'* Ivar Lovass

Communication for our students is the school's overarching focus integrated across the curriculum. Visual and communication supports are used to encourage independence and to reduce anxious behaviours. The high staff to student ratio allows for a mix of one on one instruction, independent work, small group and whole class instruction. Inclusive practices ensure that each individual student's needs are met, by staff working collaboratively in their teams to maximise learning opportunities for all students by making use of existing expertise and sharing knowledge. The Education Support Centre staff regularly liaise with therapists to provide speech, OT and sensory programs for students, depending on their needs. Wirrabirra ESC also focuses on developing students' social skills and life skills, eg cooking, gardening, bike riding and protective behaviours, in addition to core learning of literacy, numeracy, science and health.

Students are assessed individually and Individual Education Plans (IEPs) are developed with parents and key stakeholders to cater for each student's needs. Parents are valued as part of the team and are encouraged in contributing to the planning for their child's educational, social and emotional needs in developing and signing of student IEPs.

Technology is used extensively throughout the Education Support Centre classes to enhance our students' learning. Interactive whiteboards, computers, iPads and assistive communication devices are used in everyday learning tasks. Each student is allocated an iPad which is set up with their own learning programs. iPads are used to develop children's communication skills. Other applications are used to assist in all learning areas.

Our senior students participate in a Community Access Program. The aim of this program is to participate in travel training using the public transport system, practice road safety and the use of appropriate public behaviours in the community in a structured way with the assistance of school staff.

Students have access to a school bus service. Applications to use this service are accessed via the internet by logging onto www.schoolbuses.wa.gov.au. If you require assistance with school bus enrolment, please make an appointment to see the school's Manager of Corporate Services. Parents must complete the relevant school bus forms online and acceptance onto the school bus is approved by the Public Transport Authority. Acceptance and travel on the school bus is an agreement between the parent/s and the Public Transport Authority. The school has no authority in regard to students travelling on the school bus.

Where applicable and possible, students from both the Primary School and Education Support Centre participate in inclusive and integrated activities. Wirrabirra School integrate for assemblies, behaviour management program, faction carnival, celebration days, incursions and PBS buddy classes. As part of their IEP, individuals may also be selected to integrate with primary school classes for selected subjects. The ESC also include Primary School students within their programs such as muffin kitchen, cooking and STEM.

The Centre is an integral part of Wirrabirra School and the two facilities share a common vision, joint P&C body and School Board. A high value is placed on inclusion at Wirrabirra. Both schools work collaboratively to ensure a balanced program is provided. The students are all valued as learners and individual education plans are tailored to meet the needs of each child.

For further information and photos of students participating in the programs we offer, please view our website www.wirrabirraesc.wa.edu.au and visit our Wirrabirra Education Support Centre Facebook page.



REPORTING ON CHILD'S PROGRESS

Parents are encouraged to meet the teacher early in the year, attend the class information meeting at the commencement of the year and make periodical visits to the school to obtain up to date verbal reports on their children. Contact such as this helps inform parents and carers and enhances their ability to support their child's education and social development. We strongly value two-way communication, so please talk over any points of interest which you feel will assist your child to progress at school. Likewise, the classroom teacher may contact the parents from time to time throughout the year to discuss issues related to their learning program.

Reports in the form of teacher interviews and summative reports with interviews will be available for all children mid-year and at the end of the year. Written reports can be issued at any time on request for special reasons. In addition, reports for children in Years 3 and 5 from the National Testing programs will be sent home at the end of Term 3 and On Entry reports are provided for Pre Primary to Year Two children at the end of Term 1.

A *Learning Journey* will also be held in third term to give all parents the opportunity to view their child's work in the classroom setting.

Term 1	<ul style="list-style-type: none"> • Class meeting/Formal interview with teacher • On Entry reports for PP / Yr1 / Yr2
Term 2	<ul style="list-style-type: none"> • Formal Summative Report
Term 3	<ul style="list-style-type: none"> • Learning Journey • Systemic report from National Assessment Program in Literacy and Numeracy (NAPLAN) for Years 3 and 5
Term 4	<ul style="list-style-type: none"> • Formal Summative Report

A parent information meeting is held during the first three weeks of the school year. This gives teachers the opportunity to discuss their classroom policies and aspects of the learning program to be covered while answering parent/carer questions.

Whilst this is not an appropriate time to ask questions related to individual children, parents are able to obtain information about the learning programs, classroom policies and procedures and the teacher's expectations for the year. Appointments to meet with your child's teacher can be made through the teacher or main office and should be on a regular basis to support your child.

TEACHER - PARENT INTERVIEWS

Regular contact between the class teacher and the parents is most important. If the issue is more than a routine matter, parents are asked to make an appointment to see the teacher. This can be done through the class teacher or school office to ensure that a mutually agreed time is arranged. A three-way partnership between parents, students and teachers is very beneficial to students achieving positive outcomes.

If a serious concern or issue arises or is reported to you by your child, the following process may be helpful:

- Listen carefully to your child and note relevant details
- Contact the class teacher and arrange a time to discuss the issue (this gives the teacher time to investigate the issue and be prepared for your discussion)
- **If the issue involves another child, please do not confront that child in person or through social media but take your concerns to the teacher or principal**
- If you feel unable to discuss an issue with the class teacher, please contact one of the administration team
- Serious concerns should be put in writing to the Principal for attention

It is important that we model for our children a negotiation process when a difference occurs and how to achieve an appropriate outcome.

SCHOOL PARENT PARTNERSHIP

Our aim at Wirrabirra is to develop a distinctive Independent Public School that the local school community feels reflects their values and aspirations for their children.

To achieve this, we have high expectations of our students in terms of both their standard of learning and their behaviour. Our school staff model respectful behaviour to students and acknowledge this behaviour when students display expected behaviours. Wirrabirra staff acknowledges that a safe and orderly environment is necessary for their students to progress well.

For our students to be successful the mastery of basic literacy and numeracy skills is fundamentally important. In addition, to succeed in today's world our students need to be adaptable, resourceful and quick to learn. They need to be technologically competent and adept at seeking out and using

information to solve problems and be able to think things through for themselves. Students should show initiative and not wait for directions. We believe a well-rounded education also builds character. This is why our teachers emphasise self-discipline, hard work and doing one's personal best. If our students understand themselves, learn to manage their emotions and get along well with others they will be best placed to succeed in life.

Critical to student success is a positive partnership between children's families and Wirrabirra School. As part of this partnership, parents/carers can expect the school and its staff to work hard to achieve the aims and visions stated above. As parents/carers of children in our school, the following parental support will greatly enhance your child's chances of improved success in their learning and standing within the school community.

SUPPORT COMMITMENT EXPECTED OF PARENTS

- Be available for contact at all times in case of emergency and provide a backup contact to act on your behalf.
- Keep contact phone numbers up to date.
- Build a strong attendance culture with your child / children.
- Ensure children are rested and well enough to attend school. If absent an explanation is required.
- Provide your child with
 - a uniform meeting dress requirements
 - a healthy recess and lunch
 - personal equipment to support learning programs
 - medical plans when required
- Provide and keep up to date all legally required enrolment data and relevant information to support your child in the school.
- Support your child's education in the school and learning programs financially by committing to:
 - voluntary contributions
 - other charges, eg swimming, excursions and incursions
- Value the school, educational programs and lifelong learning.
- Respect the schools' Expectations for Success, Code of Conduct, Student Manifesto and Parent School Partnership Agreement.
- Demonstrate respect to the roles school staff have, to them as people and to all students.
- Use procedural fairness by listening to your child and the school if a dispute arises.
- Support home reading/homework.

These expectations have been formalised in a Parent-School Partnership Agreement by the School Board. I commend this agreement to you and our commitment to it. As parents/carers, I ask you to honour the spirit in which it is written.

PARENT - SCHOOL PARTNERSHIP AGREEMENT

This agreement is between the staff of Wirrabirra School and the parents/caregivers and families of children enrolled at the school.

We recognise the value in respectful collaboration and the importance of working together to give children the best start in life. We want all children to experience a quality education, while being supported both at home and in school and have pride in their identity and culture.

School staff members aim to:

- Develop their understanding of student histories, cultures, languages, traditions and ways of learning;
 - Respect, protect, value and care for students, creating a school that values diversity and is free from discrimination and harassment;
 - Have high expectations and strive to meet students' abilities to learn and succeed;
 - Welcome parents/caregivers/families to the school encouraging involvement in their child's education;
 - Communicate with parents/caregivers about their children's attendance and progress at school;
-

- Investigate any concerns that students and parents/caregivers/families raise with them;
- Make parents/caregivers/families aware of people and resources that are available to help and support them and their children;

Parents/caregivers/families aim to:

- Send their children to school prepared for learning by being well rested, wearing the correct uniform, being clean and hygienic, having eaten a healthy breakfast and packed lunch with all the equipment they need to learn;
- Encourage their children's interest in learning and have conversations with them about the value of education;
- Support their children to be punctual for school or contact the school to advise if they will be absent;
- Support learning at home by creating space for home reading and any required homework;
- Support and recognise their children's strengths, while being aware of and developing areas that show room for improvement;
- Show an interest in their children's daily learning. For example, by reading with them or asking them about their day;
- Maintain open communication with the school, keeping track of their children's progress;
- Respond as soon as reasonably possible to school communications;
- Praise their children's achievements, successes and growth;
- Value the diversity of the school community and raise school staff awareness of local history, languages and cultures;
- Approach school and understand resources that are available to help and support children and their families.
- Support their children in the school learning environment by volunteering when available.

We agree to regularly revisit our commitment to this agreement and negotiate any required changes as part of an on-going commitment to collaboration.

COURT ORDERS

If a family has a court order in place and you need the support of the school, a copy needs to be given to the office. Family Court Orders and Violence Restraining Orders should be discussed with the Principal and agreement reached on how the school can best support your children. **Without a copy of a court order we may be unable to support your requests.**

SOCIAL MEDIA – FACEBOOK

The use of social media is increasingly becoming part of how we communicate in our private lives. The Code of Conduct that applies to teachers prevents them from using social media to communicate with parents and students. To avoid any embarrassment, please do not request teachers to accept you as a friend on Facebook or other social media sites. Teachers are more than happy to meet with parents to discuss your children's progress with their learning or other matters relating to school.

STUDENTS AND FACEBOOK

Although there is an age restriction on accessing and setting up accounts with Facebook and other social media sites, many of our students still have accounts. We are seeking your support to monitor this, as children often have accounts parents are not aware of and social conflicts may arise from what has been put online. The school regularly covers cyber bullying with students to assist them in managing their social development.

Please talk with your children about their use of and responsibility as social media users.



Elements of behaviour that stems from Facebook use are beyond our control, however when repercussions flow over into school, they are difficult to manage other than to deal with only what has occurred at school. It is not appropriate for parents to abuse or threaten students using social media. If the school is made aware of this, the victim's parents will be contacted and advised to refer the matter to the police. It is also unproductive to use social media to complain about aspects of the school operation. If problems occur, arrange a meeting at the school to discuss. I encourage you to work with us to help your children as the first generation to grow up with social media, to do so successfully.

COMMUNITY PARTICIPATION IN SCHOOLING

Wirrabirra is a school which encourages parent and community participation in as many forms as possible. We invite parents to offer and use their skills in the school. The range of skills that are possessed by parents have a most beneficial effect on the education program in the school eg. parent help is appreciated daily. Please contact your child's teacher if you are able to assist. All volunteers to the school are required to call in to the school office, sign the Visitors' Book on arrival and departure and collect an identification badge. **Volunteers are also required to complete a confidential declaration at their first contact with the school. Further to this, you may be required to obtain a Working With Children permit. This needs to be discussed with the school. Parents of students at Wirrabirra do not need a Working With Children clearance.**



SCHOOL CHAPLAIN - PARENT INFORMATION CENTRE



The role of YouthCARE Chaplain is working in the school community to address the social, emotional, physical, mental and spiritual needs of students, staff and their families. YouthCARE Chaplains work within schools as caring adults as part of a professional student services team by:-

- Building relationships with students, staff and families
- Offering pastoral care
- Being a mentor
- Providing additional practical help for teaching and administration staff
- Offering input on spiritual and "meaning of life" questions
- Being a positive role model
- Providing a link between schools, other groups and agencies
- Facilitating 'Rainbows' program for students experiencing loss or grief



CHILD AND PARENT CENTRE - GOSNELLS

The Child and Parent Centre – Gosnells operates to support you in making sure your children get the best start to life. They provide a range of easily accessible programs and services for you and your family, including early learning programs, maternal and child health services and child support activities. Conveniently located to Wirrabirra at Gosnells Primary School, the Centre is open to all families in the community. Audrey, the Centre Coordinator is working with families, local schools and the community to ensure the programs, services and support needed most in the area are easy to access and use. Wirrabirra has a close working relationship with Audrey and her team and are happy to assist you in requesting services.



Child and Parent Centre
Gosnells

SCHOOL BOARD

Our Board is a joint board servicing both the Primary School and the Education Support Centre. The School Board comprises representation from our school parent community, the wider community and school staff groups. The purpose of the School Board is to assist with determining the school's purpose and direction and provide advice in setting priorities in our Business Plan. In addition, the Board approves budgets, contributions and charges and reviews student progress. Parent representatives are elected to the Board by parents of the school or invited as Community Members to the Board.

Your Board Representatives are;

Steve Richards / Julie Dawson	Principals	Marnie Kehoe	Parent
Audrey Turner	Community	Marnie Brady	Parent
Ben Knight	Staff	Kerensa Dodds	Parent
Kate Doepel	Staff	Emi-leigh Johns	Parent
Ann-Maree Melvin	Staff	Michael Kimbar	Parent
Sharon Millson	Staff	Sarah Skrgic	Parent
		Charmaine Bayross	Parent

SCHOOL P&C ASSOCIATION

A School P&C Association exists of which all parents are members. An elected committee of parents co-ordinate the activities of the School P&C Association. Working parties discuss and make recommendations regarding relevant issues concerning education and the school. To be eligible to vote on the P&C, a \$1.00 contribution is required. The P&C provides valuable support in developing the school community and resources to improve our school. All parents are welcome to be involved in any aspect of our P&C. Parents are notified of meetings and activities through the newsletter.

Your office bearers are;

President: Sonya Kimbar

1st Vice President: Kylie Sharp

2nd Vice President: Jody Soper

Treasurer: Rebecca Fordham

Secretary: Leanne Meyza

Uniform Shop Coordinator: Leanne Meyza

Executive Committee Members: Shiralee Quayle, Nick Mew

TERM DATES 2021 (Students)

1st Term: Monday 1 Feb - Thursday 1 Apr

2nd Term: Tuesday 20 Apr - Friday 2 Jul

3rd Term: Tuesday 20 July - Friday 24 Sep

4th Term: Tuesday 12 Oct - Thursday 16 Dec



SCHOOL DEVELOPMENT DAYS 2021 (Staff)

1st Term: Thursday 28 January, Friday 29 January

2nd Term: Monday 19 April

3rd Term: Monday 19 July

4th Term: Monday 11 October, Friday 17 December

All Classes are open at 8.25am when teachers and support staff greet children and assist them to set up for the day.

SIREN TIMES

Mon/Tues/Thurs/Fri

8.15am	Gates open
8.40am	Siren – instructional program starts
10.50 – 11.10am	Recess
1.10 – 1.50pm	Lunch
2.55pm	Siren – home



Wednsedays – early close

2.30pm	Siren - home
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HOURS OF INSTRUCTION

YEARS P – 6: School commences at 8.40am. Children are requested not to arrive at school prior to 8.25am for duty-of-care reasons. Should this be a necessity or emergency, those children arriving prior to 8.25am are required to go straight to the undercover assembly area and wait seated there until the duty teacher dismisses them at 8.25am into the care of their class teachers. This applies to all children including those with a parent accompanying them. Morning recess is 10.50am - 11.10am. Lunch is from 1.10 – 1.50pm. Gates are open at 8.15am.

KINDERGARTEN:

Hours of Instruction: Mon/Tues/Thurs/Fri: 8.45am – 2.45pm Wednesday: 8.45am-2.30pm

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	GROUP A	GROUP A	GROUP A	GROUP B&C	GROUP B&C
WEEK 2	GROUP A	GROUP A	GROUP B&C	GROUP B&C	GROUP B&C

IMMUNISATION REQUIREMENTS

On enrolment in *Kindergarten*, a child must now have either:

- An Australian Immunisation Register (AIR) History Statement, no more than two months old with a status of 'up to date'; or
- An AIR Immunisation History Form, no more than six months old, if the child is on a catch up schedule; or
- A valid immunisation certificate issued or declared by the Chief Health Officer.

Where a child does not have an 'up to date' Immunisation History Statement, exemptions because of particular family circumstances may apply. These exemptions are approved by the principal.

Pre-Primary to Year 6 enrolments

The immunisation status of all children enrolling in the compulsory years of school (Pre-Primary to Year 12) must be recorded.

Parents/carers can access their child's Immunisation History Statement by:

- Logging in to Medicare online via MyGov (my.gov.au)
- Using the Medicare Express Plus app
- Phoning the Australian Immunisation Register enquiries line on 1800 653 809
- Visiting a Medicare or Centrelink office

STUDENTS' PERSONAL REQUIREMENTS

Wirrabirra School provides core teaching materials that support your child's learning program. Parents are to provide their children with personal items as set down in personal requirements lists. These need to be monitored and replaced as needed.

Each year the school arranges with a bookseller to provide personal requirements list items for those children whose parents submit an order. This is organised in Term 4 and is approved by the School Board. **The items can be purchased through the suggested supplier or a supplier of your own choice.**

VOLUNTARY CONTRIBUTIONS

In accordance with the Department of Education Contributions, Charges and Fees Policy September 2001, schools can request up to a maximum contribution of \$60.00 for years K-6. The School Board has set the contribution at \$60.00 per child. This can be paid when purchasing personal requirements through the supplier, or at the front office with cash or by EFTPOS.

Your voluntary contributions will be gratefully accepted and are used to build on existing and new programs and resources for your children.

CHARGES

The term "charges" refers to the provision of extra cost optional activities which are part of an education program and which contributions do not cover eg swimming lessons, dancing lessons. All of the following charges are optional and if no payment is received, the student will not participate and an educational activity with a similar outcome will be provided to that student.

The estimated costs provided are at an upper limit and will not exceed this amount. If a particular event does not transpire within the school year, no charges for that event will apply. In November of each year the School Board discusses all charges and contributions before approval.





2021 Charges & Voluntary Contributions Years K-6 - Wirrabirra School

VOLUNTARY CONTRIBUTIONS	CHARGES – Extra Cost Options Estimated maximum cost										OTHER OPTIONAL COSTS / SERVICES	
	ITEM	Date	K	P	1	2	3	4	5	6		
Funds used towards cost of materials, services and facilities used by students in the educational program \$60	Interschool Sport	Term 1 - 4			\$20.00	\$20.00	\$25.00	\$30.00	\$30.00	\$30.00	School Photos	\$50.00
	Choir	Term 3					\$15.00	\$15.00	\$15.00	\$15.00	Instrumental Music Hire	\$120.00
	Dance	Term 3		\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	Personal Requirements lists (max)	\$100.00
	Dance Program Years 5 & 6	Term 4							\$30.00	\$30.00	P & C Membership. Payment gives parents voting rights at meetings	\$1.00
	Incursions/Excursions	Term 1 - 4	\$20.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00		
	School Camp Yr 6	Term 3								\$400.00	Graduation Shirt Yr 6	\$45.00
	Swimming Lessons	Term 1		\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	PEAC charges for Year 5 & 6 students, if selected, will be no more than \$300.00 for the year	
	Celebration of Success Activities	End of each term	\$20.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00		
	Student Councillors Excursion	Term 1 & Term 4					\$65.00	\$65.00	\$65.00	\$65.00		
	Graduation Excursion Yr 6	Term 4								\$35.00		
	Community Access - ESC	All Year					\$25.00	\$25.00	\$25.00	\$25.00		
	Incursions/Excursions - ESC	Term 1 - 4	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100		

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

Personal requirements lists: items can be purchased through the suggested supplier, OfficeMax Winc or a supplier of your own choice. Please refer to the personal requirements list for each year level for cost.

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

- Envelope** With the child's details completed on the front, the correct cash enclosed and envelope sealed. For multiple children you can put the total payment as a family but please ensure you write all their names on the envelope.
- Credit Card Payment** Please complete your card details on the envelope provided and Admin can process this for you.
- Direct Deposit** Wirrabirra Primary School pay direct into our bank account BSB: 066 040 Account No: 19900743
Wirrabirra Education Support Centre pay direct into our bank account BSB: 066 040 Account No: 19901164

If you are having difficulty in paying *prior* to the excursion, please come and talk to either of our Manager Corporate Services who can arrange a payment plan for you.

Please note that the level of Charges & Voluntary Contributions has been approved by the School Board.

PAYMENT OPTIONS

Parents are advised prior to activities which attract a charge. Payments are made through return envelopes posted in the slot at the front office. Payments to Wirrabirra Primary School can be made by EFTPOS at the front office. Payments to Wirrabirra Education Support Centre can be made through return envelopes posted inside the ESC or by EFTPOS at the ESC Office.

If parents are experiencing difficulty in meeting costs, they should discuss this with the class teacher or Principal prior to the event. If no arrangements have been made children will be excluded from the activity and alternative arrangements made. Please refer to the planning sheet on Page 14 to budget for the school year and ensure the best opportunities for your child.

REFUND OF CONTRIBUTIONS AND CHARGES

Parents may be entitled to a refund of any unused portion of the contributions and charges they have paid if their child transfers to another school prior to the end of the school year. Alternatively, the remaining funds can be transferred to the new school. These refunds will be arranged upon your request and the refund will be based on a rate as approved by School Board.

NEWSLETTERS

To keep parents informed of school activities, newsletters are emailed regularly to family contacts. At the beginning of each term, a Term Planner is also emailed for parent information. Any changes or new events will be listed in the newsletters. These newsletters are also available on the school website www.wirrabirra.wa.edu.au and through Connect.

CONNECT – COMMUNICATION WITH FAMILIES

Connect is a learning support and communications platform developed by the Department of Education for staff, students and parents in public schools. Connect is used to keep our families updated with important information and things like up-coming events, excursions and classroom activities.



STUDENTS LEAVING SCHOOL GROUNDS

Having once arrived at school, no student is allowed to leave the school grounds, unless dismissed at the end of the day or if picked up by a parent or carer, having first signed their child out through the school office. If a person other than parent or carer is to pick up a child this must be arranged prior with the office.

Students who are required to go home for any reason during school hours must be picked up by a parent, guardian or carer through the front office.

Staff are on duty before school, each recess, lunch time and after school to supervise students.

STUDENT SERVICES / LEARNING SUPPORT TEAM

Wirrabirra has a Learning Support team who meet weekly to discuss the education of students who are experiencing difficulties with their learning. The team consists of the Deputy Principals, Teachers, Learning Support Coordinator, Chaplain, School Psychologist and the Principal. The team is able to call on the expertise of the school nurse, social workers, and attendance officers, as well as professionals from other agencies as required, to determine the causes of difficulties and what action needs to be taken by the school and parents. Parents can refer their child to this group in discussion with the class teachers.

ENROLMENT DETAILS

Parents are required to provide accurate details on enrolling students. This includes names as they appear on birth certificates, correct addresses and telephone numbers. Birth certificate, Immunisation History Statement and proof of residence will need to be sighted at enrolment.

If there are any custody or access issues relating to your child, these need to be brought to the attention of the Principal to enable us to support you and your child.

If your child has a medical condition or is required to take prescription medication, information relating to this needs to be provided so an individual care plan can be developed. School staff are not permitted to administer medication without a care plan signed by the parent/carer **and doctor**. When students attend an excursion, a student update form **outlining medical and general** information will be sent home for you to check and update if required.

From time to time, the school records activities and events to promote the school and its learning programs using photos which may be submitted to the local media, Department of Education, the school's website or other media groups. For us to do this, we require parental permission to use your child's image and their full name in this way. Once permission is given, it will remain in place unless revoked by you. Permission is requested at enrolment or through a letter to parents.

All details relating to your child must be kept up to date by contacting the front office with any changes. This is very important in case of illness or emergencies. If we are unable to contact a parent or carer, the School will act on your behalf in the best interests of the child.

In emergencies the school will call an ambulance and we urge you to take up ambulance cover insurance to avoid large charges.

LOST PROPERTY

Lost property is kept for some time at school but it is hoped that it is soon claimed. A container is located near the entry in each block for lost property. Please make sure all clothing etc is clearly marked.

Parents wishing to look for lost property should check with the class teacher. From time to time the P&C will sort clothes and all uniforms that cannot be identified to a student will be washed and used as emergency clothes. All other unclaimed lost property will be donated to a charitable organisation.

MAKING PAYMENTS FOR EVENTS AND CARE OF MONEY

When paying money to school for various activities, please place it in the envelope provided with accompanying forms and post it in the money collection posting slot outside the main office.

Children should not have large sums of money at school and are expected to manage the small amounts needed for the canteen. If your child has larger sums of money because they are going somewhere after school, they should give it to the teacher for safe keeping.

Children who find money are instructed to take it to the office where it will be recorded who found it and where. If not returned to the one who lost it, they will be rewarded for their honesty by being given the money. Children who lose money should seek help at the office.

MOBILE PHONES

In keeping with Education Department policy Wirrabirra acknowledges that when used effectively as a tool to enhance learning, mobile phones can play an important role in education. A ban on their use, however, when not in direct support of education, will ensure that schools can provide a safe and productive learning environment for students in their care. The decision to ban the use of mobile phones in schools is intended to remove the potential learning distraction for students, protect the privacy of staff and students, improve social connections at school and improve the health and wellbeing of students. While it is recognised that cyber-bullying mainly occurs outside school time, banning the use of mobile phones will allow students to better engage with their learning and with their peers, without the pressure felt when needing to respond to a mobile phone.

Wirrabirra will continue to be committed to the education of students, staff and their school community in the responsible and acceptable use of mobile phones.

There is no requirement for students to have a mobile phone at school. However, for security and safety purposes to and from school, some parents/carers have supplied their child with a mobile phone.

Wirrabirra has implemented a ban on the use of mobile phones for all students from the time they arrive at school to the conclusion of the school day, unless under the instruction of a teacher or staff member. Mobile phones should be 'off and away all day'. This includes before school and at break times. All smart watches must be on 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

Students from Kindergarten to Year 6 are not permitted to have mobile phones in their possession during the school day. If a student brings a mobile phone to school, an appropriate storage approach or location will be determined by the school.

Consequences for Breach of Policy

- Students found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises will/may be suspended immediately.
- Students using mobile phones at school will have them confiscated until the end of the school day. Parents will be contacted if students breach the policy.

If a child needs to contact a parent/carer, a phone will be made available. If a parent wishes to get a message to their child, this can be done through the office.

Under Section 90 of the School Education Act 1999 suspensions when required will be managed by the Principal in consultation with Parents. If the Principal is absent from duty or is otherwise unable to exercise the power then this power has been delegated to the position of Deputy Principal.

VALUABLES AT SCHOOL

Personal items of value such as iPads, mobile phones, iPods, cameras, toys and electronic games must not be brought to school. We are unable to guarantee their safety. We have banned collector cards and collectables in the school. Unfortunately, too many disagreements are caused over ownership. We ask parents to make sure that cards, collectables and toys are kept at home.

The school will not accept responsibility for damage to, or loss of, personal property.

VANDALISM

This school receives only occasional anti-social visits from vandals. These unlawful attacks on school property waste time and taxpayers' money. The Department of Education regulations make it an offence to trespass on government property. A substantial fine can be imposed on an offender. Please stress this point to your children and see that they do not use the school as a play area out of school hours.

If you observe unauthorised persons in, on, or around the school outside school hours, please perform a community service and notify School Security 9264 4771 or the Police on 131 444.

LITTLE ATHLETICS

Wirrabirra hosts the Gosnells Olympians on our school premises two afternoons per week during the athletics season to provide opportunities for children in the Gosnells community to develop their athletic skills and abilities. This partnership provides Wirrabirra children with an excellent sporting club on premises that supports our Physical Education specialist program and promotes the wellbeing of children.

WIRRABIRRA IS A WATERWISE, WASTEWISE AND AuSSI (Australian Sustainability Schools Initiative) SCHOOL

Wirrabirra has many environmental programs running within the school to complement 'Values Education'. The programs are closely linked to Literacy, Numeracy and Science so that the students have the opportunities to learn in an active and purposeful way.

We have a chicken run, bird aviaries, worm farms, rainwater tanks, whole school compost and recycling routines, ring pull and battery collections, a mini fruit orchard and a vegetable garden. Many of these projects have been supported by Wastewise, Healthways, The Healthy Schools

Project, Bluescope Steel and City of Gosnells. The programs are linked to our whole school environmental awareness. Classes are able to use produce from the garden in cooking classes. This teaches students about basic life skills and the concept of healthy eating.

We have student Environmental Monitors who help to run the programs. We also encourage community members to volunteer their time to assist. If you are interested or a keen gardener please contact the office.

There are many things you can do at home to support the environmental work your child is doing at school.



Green Tips:

- Set up a worm farm. It's a great way to recycle your food scraps into organic fertilizer.
- Keep chickens. They will eat your food scraps and reward you with delicious eggs!
- Grow your own fruit and vegetables. Not only does the food taste delicious but growing it is a terrific educational experience and it's a great way to spend quality time with the family.
- Aim for 4 minute showers.
- Use a rainwater tank to water your garden.
- Buy products in bulk to cut down on packaging waste.
- Pack a 'Zerowaste Lunchbox' for your child. This way everything in the lunchbox can be reused, recycled or composted.
- Use a pool cover to stop the water evaporating.

We are also looking for volunteers to assist with our programs. It's a great way to be involved in our school community.

SCHOOL CANTEEN

Lunches and recess snacks are currently available Tuesday – Friday from the School Canteen. Orders can be placed online through QuikCliq. Price lists and menus are published regularly.

Voluntary parent assistance is necessary for the canteen to operate successfully and a great way for parents to be a part of the school. If any parent can take a turn on the roster or spend an hour or two helping out, please speak with a P&C member or talk directly with our Canteen Manager Rebecca (Bek).



In the long term, a school canteen, while not designed to make great profits, can provide a steady income which can supplement school amenities in terms of resources to support student learning programs, as well as ensuring that children receive a nutritious, hygienically prepared lunch in line with the Health Department's better nutrition policy for school canteens. Parent support for the canteen is appreciated. The school canteen is allergy friendly to support our students' health.

LIBRARY RESOURCE CENTRE

The Library Resource Centre provides a significant resource to support the learning programs at Wirrabirra. The library at Wirrabirra is fully automated which means that students have identification bar codes and all borrowing is done by scanning these and books.

Classes have rostered library periods during school hours for research and other library activities which form the basis for improved instruction and library skills. Children **MUST** have a library bag to protect books before they are permitted to borrow.

Parent helpers are appreciated in the library for re-shelving, book covering and mending. If you can spare some time for such a job, please see our Library Officer, Jessie.



DIGITAL TECHNOLOGIES HUB

Wirrabirra operates a Digital Technologies program in our ICT Hub and has a specialist teacher, Mrs McDonald who conduct classes with children from Pre Primary to Year Six.

The children cover the WA Curriculum content and skills for the 21st Century through programming and coding. The school uses a combination of desktop, laptop and iPad devices with a fully integrated wireless network. The Hub is also available to classes when not timetabled. Class groups can undertake a range of activities in this facility. A teacher supervises all children when accessing the internet and provides a learning program to develop students' ICT capabilities, including preparation for online NAPLAN testing.



INCURSIONS / EXCURSIONS AND SCHOOL CAMPS

Excursions can form a very valuable part of the teaching and learning program for children. Bearing in mind the cost of excursions, these activities are kept to a minimum without disadvantaging students and designed to target specific learning objectives. Please check the budget schedule on page 14 and look out for notices coming home to be prepared.

The Year Six school camp is likewise designed as the field experience component of their teaching program. As the cost of a school camp can be quite high for parents, only one camp will be organised each year for students in Year 6.

IN-TERM SWIMMING CLASSES

As a supplement to the school's physical education program, children in Years P – 6 attend swimming classes during the school year. We regard this aspect of the program as very important and children have the opportunity to attend unless there are medical reasons for not doing so. Your support in the program would be greatly appreciated. To assist with your family budgeting, projected costs for swimming are included on the summary of Charges and Voluntary Contributions in this booklet.



DRESS REQUIREMENTS POLICY WIRRABIRRA SCHOOL

(Incorporating Wirrabirra Primary School and Wirrabirra Education Support Centre)

Rationale

The school dress requirements for Wirrabirra students are developed in consultation with students, their parents and staff. These requirements are the standards expected of all students.

Our dress requirements play an important role in promoting a positive image of the school and creating a sense of identity among students.

THIS SCHOOL COMMUNITY HAS GREAT PRIDE IN OUR SCHOOL AND IT BELIEVES A SCHOOL DRESS CODE -

- ◆ fosters and enhances the public image of the school locally and further afield.
- ◆ assists in building school and team spirit and sense of community.
- ◆ ensures students are easily identifiable and safely and appropriately dressed for specific school activities and differing weather conditions.
- ◆ encourages equity among students.
- ◆ helps students take personal pride in their appearance by care of their own bodies and the clothes they wear.
- ◆ prepares students for later work situations which often have dress and safety codes.

Guidelines

- The School Council of Wirrabirra School has established a dress code for all students enrolled and reviews this if the need arises.
- **Wirrabirra School expects that all students will wear the school uniform.** Exemptions may be given at the time of enrolment if a parent applies on the grounds of health/cultural/religious reasons. Such exemptions must be obtained in writing and are at the discretion of the principal.
- The wearing of denim clothing is not permitted.
- To assist parents to afford the school uniform, the school clothing pool will supply both new and recycled items. Minor changes to the uniform may be introduced by the School Council.
- For safety and social reasons, some items of clothing or accessories are **not permitted** under any circumstances. Specifically, facial piercing other than ear-rings (small stud/sleeper ear-rings only), necklaces and other jewellery, high-heeled shoes, thongs, stick-on tattoos, caps, nail polish, make-up. Medical Alert bracelets and watches are allowed.
- For health reasons, hair longer than collar length must be tied back and must not cover the face on girls and boys.
- Hair is to be in natural tones only.
- The school has a 'No Hat – No Play' policy. All students must wear the Wirrabirra approved bucket hat. No other hat will be accepted.
- Children are required to wear closed and supportive shoes.

If students do not comply with the Dress Code Policy, the following consequences will apply:

1. Students are not permitted to represent the school or attend excursions if they do not have the appropriate school dress code. This includes sporting events.
2. As a condition of election or appointment to a leadership role, councillors, faction captains and environmental monitors are expected to wear school uniform and abide by the Dress Code.

SCHOOL DRESS CODE

The school has a tradition of children wearing the school uniform and this is supported by a Dress Requirements Policy. Parents recognise the value of uniforms and cooperate with the school by presenting their children in school uniform. Not only are uniforms cost effective but they also enhance the tone of the school. Please support the school dress code and dress your children in school uniform. Children are required to wear school uniform whenever they are representing the school. This is to show that we are proud of our school and also enables teachers to quickly identify our students and ensure their safety.

SCHOOL COLOURS: Gold, Navy Blue and Garnet

Girls' Uniform:

Summer: Navy blue and white check / gold stripe / garnet piping dress
Navy blue shorts / skirt / skort
Wirrabirra shirt – gold / navy blue / garnet
Shoes

Winter: Navy blue skirt, *Wirrabirra* shirt – gold / navy blue / garnet
Navy blue *Wirrabirra* windcheater with gold / garnet stripes
Navy blue *Wirrabirra* zip jacket with gold / garnet stripes
Navy blue track pants / trousers

Boys' Uniform:

Summer: Navy blue shorts, *Wirrabirra* shirt – gold / navy blue / garnet
Shoes

Winter: *Wirrabirra* shirt – gold / navy blue / garnet
Navy blue *Wirrabirra* windcheater with gold / garnet stripes
Navy blue *Wirrabirra* zip jacket with gold / garnet stripes
Navy blue track pants / trousers

Hat: Navy blue *Wirrabirra* bucket hat which is reversible with Faction colours.

Navy blue wet weather jacket also available.

Choir Uniform: School shirt with choir logo, black trousers and black shoes.

Graduation clothing will be a polo shirt in school colours ordered and supplied in Term 1 each year.

CLOTHING POOL

The Clothing Pool is located in the Parent Information Centre near the Jenkinson Street entrance. The Clothing Pool will be open to the school community every Thursday from 9.00am to 10.30am and by special appointment only.



Uniform orders can be submitted at the office with cash or credit card payments. These orders will be processed each week and delivered to your child's classroom.

HATS

As part of our Sun Safe Health Program for the children in our school, students are required to wear a hat when going outside to play at all times. By doing this we hope to foster regular hat wear when outside and reduce the incidences of skin cancer in later life.

A school-approved bucket hat needs to be worn by all students. School hats can be purchased from the Clothing Pool or at the front office. These are reversible with school and faction colours.

BIKE HELMETS

Students who ride bikes to school are required by law to wear a helmet. **Parents have a shared responsibility to educate their children and see they do not ride to school without a helmet.** Students who ride scooters and skateboards should also wear a helmet. Students are required to secure their own bikes individually in the internal courtyard for peace of mind.

ABSENCE FROM SCHOOL

Attendance targets are set for all children by the Department of Education and state government. We are required to report individuals whose attendance falls below the required level. We ask parents to support their children being at school and not taking days off unless they are ill or attending appointments that cannot be scheduled at other times.

If your child is absent parents are requested to contact the school before 9.00am by telephone, email, through the School App or Connect. A written note of explanation can also be provided on their return to school. This is a **legal requirement** of parents and the school is obliged to enforce compliance.

STUDENT LEAVE PASSES

There are times when your child will come to school and then need to leave for part of the school day, for example to attend an appointment. Parents should provide notification either the day before, or on the day that your child needs to leave the school when they are picked up. An explanation for the absence is required, including the following details:

- The date that you are giving permission for your child to leave the school.
- The time your child will be leaving and returning.
- The reason for your child's absence.

Your school will record the details and give you a Leave Pass which should be carried with you when away from the school. School Attendance Officers or Police may request to see the Leave Pass when your child is off the school site.

Children will only be released in the company of an identified responsible adult who is listed on their enrolment form unless we have been informed otherwise by a parent or carer.

During an absence of this type, the school no longer has a duty of care for your child, so it is important that you are aware of all the arrangements for the absence including where they are going and who they will be with.

SICKNESS

As part of the school being a caring environment for the children, as soon as a child becomes unwell we will contact parents or the emergency contact listed on the admission card and request that the child be collected to seek medical attention or taken home. If your child appears to be unwell prior to coming to school we would appreciate you keeping him or her at home.



HEALTH ISSUES

It is imperative that parents keep the school records up to date by notifying any change in:

1. Mobile telephone number and address.
2. Either or both parents'/carers' place of employment and telephone numbers.
3. Alternative address and telephone number where children can be looked after if no-one is at home.

A School Nurse visits the school regularly and referrals may be made to her through the class teacher.

NB: *Children normally need a short period of convalescence following their recovery from infectious diseases. It is well to remember that, on return to school, they are expected to participate in the day's activities. Dad/Mum should be the one to decide when they return to school (not the child).*

The following is a Health Department guide for medical conditions that may affect students. Please inform the school if any of these occur so families and the school can take appropriate action to limit the risk to other students and families.

CHICKEN POX: Exclude from school. Re-admit on medical certificate of freedom from infection. If no medical certificate available, re-admit 10 days from onset if well.

CONJUNCTIVITIS: Exclude from school until cured.

IMPETIGO: School sores - exclude from school for 24 hours after antibiotic treatment commenced.

MEASLES: Exclude from school. Re-admit on medical certificate of freedom from infection.

RINGWORM: Exclude from school for 24 hours after treatment commenced.

MUMPS: Exclude from school for 9 days after onset of symptoms.

RUBELLA: (German Measles): Exclude from school for 4 days after onset of rash.

HEPATITIS A: Exclude from school for 14 days after onset of illness or 7 days after jaundice appears.

WHOOPING COUGH: Exclude for 21 days from onset of cough or 5 days after starting antibiotic treatment.

GLANDULAR FEVER: Exclude from school while symptoms remain.

HEAD LICE AND NITS: Exclude from school until day after treatment has commenced and hair is free of lice and eggs. Head lice information can also be found at www.health.wa.gov.au/headlice. In the interests of your child, it is requested that all hair below collar length is tied back. This rule applies to both boys and girls equally. If you have any queries regarding this, there is information at the school.



MEDICATION

In most instances giving medication to students can be managed by the parents. Where regular ongoing prescription medication has to be given, we require that parents make arrangements through the school office. We need to have doctor's instructions and student medication requests completed before the school can agree to give prescription medication to students. This is the policy for all schools. Students are not to keep any form of medication in their school bag. As the policy states, it is kept in a locked area.

The exception to this rule is asthma medication. Students who are on regular asthma medication and able to self medicate need to inform the school regarding the degree of severity of the asthma and the amount of relieving medication required. This will be included in a care plan and kept on record.



WIRRABIRRA STUDENT COUNCIL

Students are provided with leadership opportunities as Councillors and are selected each year. Their goal is to facilitate and model participative decision-making, School Dress Code and to promote the Expectations for Success, Code of Conduct and Children's Manifesto.

Year Three, Four, Five and Six Councillors are selected, including a Head Boy and Head Girl from Year Six.

Each Councillor is required to sign a contract outlining their roles and responsibilities. A Councillor's position may be reviewed if required.

Councillors' duties include:

1. Assisting in organising and conducting school assemblies.
2. Welcoming special visitors to school.
3. Meeting regularly with committees to discuss school matters.
4. Listening to students and being willing to represent them.
5. Modelling appropriate school behaviours to other students.
6. Assisting in organising events for students, eg discos.
7. Assisting in organising lunch time activities.
8. Promoting the schools' Expectations for Success, Code of Conduct and Children's Manifesto (see next page).



FACTION LEADERS, ENVIRONMENTAL MONITORS AND DIGITAL TECHNOLOGIES SUPPORT (WHIZZ KIDS)

Additional leadership opportunities are provided for students as Faction Leaders. These students have special duties and promote sports across the school working closely with Mr Trenberth, our Phys Ed Specialist, and class teachers. Faction leaders are required to agree to and sign a personal contract outlining their roles and responsibilities.

The Environmental Monitors support and promote a sustainable school approach, environmental education, waste and water wise practice.

There is also a group of Whizz Kids to support our Digital Technologies program. Selected students will work with our specialist teacher, Mrs McDonald.



Children's Manifesto

VALUES

We would like a school where teachers, parents and children all show respect and care for each other, where everyone follows the expectations taught and where everyone gets a fair go. People in our school should strive for their best at everything they do. We need a school where everyone is included for who they are. Teachers, parents and children need to feel welcome at our school and should have the freedom to speak their minds. Our school should be built on honesty and trust, with everyone taking responsibility for their own behaviour and accepting the consequences of the choices they make.

- Our Children's Manifesto is valued by everyone in the school community.
- All children are valued as individuals by staff and parents.
- Everyone is treated fairly.



LEARNING

We would like a school where every child strives to do their best in every subject. We want teachers who try to make our learning fun and enjoyable but also educational. We need all children to show respect by listening to the teacher and each other so that we can continue with our learning. We need books for all ages to help improve our reading skills and access to relevant technologies to enhance our ICT skills. We want the right to give an opinion and let our voices be heard and feel comfortable to ask questions.

- Our learning should be relevant to us and have a clear purpose.
- Our learning needs to be matched to interests and abilities.
- We learn in different ways and use technology as part of our learning.



SAFETY

We would like a safe school with caring adults and children who stop bullying and who guide our activities to help them run smoothly. We need safe and supportive classrooms so that we can get our work done. The playground in our school should be safe but enjoyable so that children of all ages can play without hurting themselves. Children should take responsibility for their actions, showing courtesy and care to others so that our school remains safe.

- A safe zone to go if you feel unsafe such as the buddy bench.
- Areas to meet and talk with friends.
- Shaded places to play.



TEACHERS AND STAFF

We would like a school that has dedicated, caring, respectful and helpful teachers and staff. The children in our school need teachers and staff who can inspire them with their learning by making it interesting and enjoyable. We also want teachers and staff who are willing to take the time to help us with our problems when we need it.

- Adults to listen to us.
- Teachers who help us when we have problems.
- Teachers who care and support us.



ENVIRONMENT AND EQUIPMENT

We would like a school that has lots of equipment, a school with no rubbish and with clean toilets. Our school should have nice gardens, high quality undercover areas, a healthy canteen, interesting playgrounds with fun recess and lunchtime activities. We also need clean and tidy classrooms to learn in with a range of technologies.

- Animals and gardens to care for.
- Special areas for learning: Performing Arts, a Library, Sport and an ICT Hub.
- Children should be entrusted with some responsibility to maintain these areas.



WIRRABIRRA SCHOOL

GUIDELINES TO SUPPORT THE BEHAVIOUR MANAGEMENT IN SCHOOLS

This policy supports the “Student Behaviour Policy” effective: 4 January 2016 for the Department of Education and Training

Our purpose is to inspire and unite our school community in developing a consistent approach to the teaching of academic and social behaviours. This will lead to a positive, safe and supportive school culture inclusive of all.

AIMS

Wirrabirra School and its community aim to:

- ◆ create a positive environment within the school and classroom so that all staff, people working within the school and students can work together in harmony;
- ◆ create a caring school environment where the rights are respected and responsibilities of the individual are recognised;
- ◆ establish a set of Expectations for Success that protect the safety of all individuals;
- ◆ acknowledge and demonstrate the school's Expectations for Success and promote the Children's Manifesto;
- ◆ establish procedures so that conflicts can be resolved in a positive manner.

CODE OF CONDUCT

NEGOTIATION RESPECT COURTESY SUPPORT

- ◆ If there is a disagreement between any people working in this school, we will try to talk it over and negotiate. If we can't work it out ourselves, we will ask for help.
- ◆ We will try to see conflict as a situation where everyone wins, not one where someone wins and someone loses.
- ◆ We will speak to each other in a respectful, courteous tone of voice.
- ◆ We will respect each other's ideas.
- ◆ We will not use “put-downs” to each other.
- ◆ We will not allow bullying or harassment in our school. If we see bullying or harassment we will remind the person doing it about our rule and we will support the person being bullied.

RIGHTS AND RESPONSIBILITIES

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> ♦ learn in a purposeful and supportive environment; ♦ work and play in a safe, secure, friendly and clean environment; ♦ respect, courtesy and honesty. 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ♦ ensure that their behaviour is not disruptive to the learning of themselves or others; ♦ ensure that the school environment is kept neat, tidy and secure; ♦ ensure that they are punctual, polite, prepared and display a positive manner; ♦ behave in a way that protects the safety and wellbeing of themselves and others; ♦ honour the Children's Manifesto.
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> ♦ respect, courtesy and honesty; ♦ teach in a safe, secure and clean environment; ♦ teach in a non-disruptive environment; ♦ co-operation and support from parents. 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ♦ model respectful, courteous and honest behaviour; ♦ ensure that the school environment is kept neat, tidy and secure; ♦ establish positive relationships with students; ♦ report student progress to parents; ♦ ensure good organisation and planning; ♦ communicate regularly with parents on student progress; ♦ honour the Children's Manifesto/Parent Agreement.
<p>Parents/carers have the RIGHT to:</p> <ul style="list-style-type: none"> ♦ be informed regarding curriculum material, behaviour management procedures and decisions affecting their child's health and welfare; ♦ be informed of their child's progress; ♦ access appropriate education for their child; ♦ be heard on matters relating to their child's education. 	<p>Parents/carers have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ♦ ensure that their child attends school on time; ♦ ensure that their child is physically and emotionally prepared for school; ♦ ensure that their child is provided with appropriate materials to make effective use of the learning environment; ♦ model respect, courtesy and honesty; ♦ honour the Parent Partnership Agreement.

ROLES AND RESPONSIBILITIES

Principal and Deputies have agreed to:

- provide a link between parents and staff;
- support staff with behaviour management and professional development;
- ensure consistency in the implementation and maintenance of the behaviour management recording and reporting procedures throughout the school;
- facilitate teacher/parent/carer/child conferencing where required;
- provide new staff and relief teachers with support in implementing whole school behaviour management procedures and the Agreed Expectations for Success;
- provide support with the development of Individual Behaviour Management Plans;
- monitor and review the School Behaviour Management Plan on a regular basis;
- provide parents with a copy of the Behaviour Management Guidelines and opportunities to review these through the School Council.

Teachers Have Agreed To:

- develop and maintain a positive learning environment by acknowledging expected behaviours;
 - display, teach, discuss and review:
 - a) Agreed Expectations for Success
 - b) Rights and Responsibilities
 - c) School Code of Conduct
 - d) Children's Manifesto
 - e) Parent Agreement
 - document student unproductive behaviour and correctional strategies used to address this;
 - develop, implement and review Individual Behaviour Management plans;
 - include administration/relevant staff where appropriate, in discussions with parents/carers regarding student behaviour management;
 - use the prescribed strategies set down in the Classroom Management Skills program;
 - consistently apply and model the school's behaviour management guidelines and expectations;
 - support other staff with implementation of strategies; and
 - contribute to the review of the School Behaviour Guidelines by engaging in the process.
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POSITIVE BEHAVIOUR SUPPORT (PBS)

At Wirrabirra School our approach to behaviour management is based on mutual respect between all members of the school community. We acknowledge students as individuals and deal with their academic and social behaviour appropriately.

Wirrabirra has committed to implementing a Positive Behaviour Support framework that reflects the following:-

- PBS is a framework we use to respond to all behaviour – academic and social.
- PBS requires decisions relating to behaviour to be based on data, staff to be supported by practical systems and students to be taught through best practice.
- PBS acknowledges that behaviour is a skill that needs to be explicitly taught.
- PBS is based on setting expectations. Students are reminded of the desired behaviour rather than being told what not to do.
- PBS rewards students meeting expectations in all areas of the school and acknowledges staff actively working to assist students to meet them.
- PBS is not punitive but rather involves educating students demonstrating unproductive behaviours and giving them the strategies to meet the expectations.
- PBS is implemented across the whole school and all staff are committed to supporting it consistently.

The following whole school support programs and strategies operate to acknowledge, teach and support positive behaviour. These include; The Children's Manifesto and Parent School Partnership Agreement, PATHS (Promoting Alternative Thinking Strategies) and RAINBOWS to assist students with loss and grief. A set of Agreed Expectations for Success under three headings have been developed by staff and students to clearly articulate expected behaviour in set areas of the school. A whole school educative approach is used to teach these behaviours and this is supported by a detailed reward system. This positive approach is the foundation for preventing inappropriate behaviours in the classroom.

It is important to remember that not all children will be good all the time. It is our belief that acceptance of this is crucial, as it allows the teacher to pre-empt situations that could jeopardise the students' learning and to plan how to address the issues that do arise. Parents and carers are considered key partners in managing students' behaviour and are included as part of a case management model.

As a staff we have agreed to use a consistent approach to behaviour management across the school and our practise is based on the CMS (Classroom Management Strategies) program under a PBS framework and is linked to the Agreed Expectations for Success. By implementing CMS across the school students are aware that they have choices and that these choices lead to logical consequences. CMS gives the students the opportunity to take control of their own behaviour and make decisions with regard to it. CMS provides teachers with a workable, practical set of strategies for managing student behaviour.





WIRABIRRA PRIMARY SCHOOL

AGREED EXPECTATIONS FOR SUCCESS

Be Your Best

**Be Responsible
and Respectful**

**Be Courteous
and Caring**

At ALL times, in ALL areas, we will ALL:

**ALL
AREAS**

- Encourage and compliment others
- Use positive self-talk, e.g. "I can do it" and "I will try"
- Wear your full school uniform every day
- Remind others to show the expected behaviour
- Be on time
- Ask for help if you have a problem

- Be trustworthy and tell the truth
- Walk safely on hard surfaces
- Take care of all equipment
- Share equipment and space fairly with others
- Follow all instructions
- Keep all areas tidy - litter and graffiti free
- Accept the consequences of your actions

- Listen actively to others
- Include others
- Use kind words and body language
- Wait your turn patiently
- Use your manners
- Greet people in a friendly way
- Keep your hands and feet to yourself

In these areas we will also:

**LEARNING
AREAS**

- Join in all learning activities
- Concentrate in class
- Start your work on time
- Complete work to the best of your ability
- Listen to advice that will help you improve

- Complete work on time
- Have equipment that you need
- Ignore distractions

- Put your hand up when you want to speak
- Welcome and help new staff, students or visitors in the class
- Work at expected noise level, e.g. quiet independent work, cooperative partner voices

TRANSITIONS

- Take a Blue Card when you have permission to leave class.
- Arrive and leave school in a positive way
- Listen to directions before moving
- Put your hand up when a teacher puts their hand up for attention

- Hold equipment still when moving around
- Walk in two straight lines behind the leaders
- Carry chairs below your hips with legs pointing down
- Sit or stand quietly when lining up

- Walk quickly and quietly between areas
- Wait quietly until you are asked to move
- Stay with the group
- Stay on pathways
- Walk around seats, benches and gardens

**UNDERCOVER
AREAS**

- Play in the correct Undercover Area
- Stay in the correct Undercover Area when you forget your hat
- Stay in these areas when you forget your hat

- Sit down to the sides to eat and drink
- Play away from people sitting down to eat
- Play safe games that are allowed in these areas
- Only bounce balls below head height
- Take footballs and soccer balls to the oval to kick

- Walk around other people's games
- Line up and be polite at the canteen
- Give others enough room to play their games
- Eat your own food instead of giving it to others or throwing it away

PLAY AREAS

- Make sure everybody understands the game and the rules
- Play the right games in the right areas
- Wear your hats outside

- Use sports equipment safely
- Follow the rules of the game
- Play games without tackling
- Accept when you get out of a game

- Invite others to play your game
- Ask if you want to join in a game
- Let people join in your game
- Give everyone a turn

TOILETS

- Use the toilet area for going to the toilet
- Leave as soon as you are finished

- Only use the amount of toilet paper, soap and paper towels that you need
- Wash your hands after going to the toilet
- Turn taps off and keep water in the sinks
- Keep equipment out of the toilets
- Give others privacy

- Aim for the toilet bowl
- Put paper towels and empty toilet rolls in the bin
- Flush the toilet when you are finished
- Open and close doors gently
- Use quiet voices

ICT / HUB

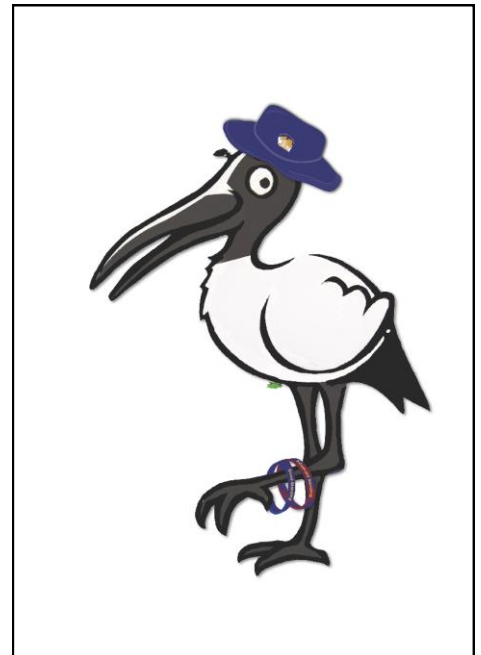
- Only use computers when you are allowed to
- Stay on the task you have been asked to do
- Report broken equipment

- Leave computers on original settings
- Log off computers when you are finished or shut them down if it is the end of the day
- Only use your own log in
- Only go to approved websites and programs
- Remember your passwords and keep them to yourself

- Pack away quickly and quietly
- Wear headphones when volume is on
- Take your hands off the keyboard when the teacher starts talking
- Use quiet voices
- Ask to print and only press the print button once
- Leave computer stations neat with chairs pushed in

CLASSROOM MANAGEMENT STRATEGIES (CMS)

- CMS is a program that was introduced to our school in 2005. Since this time, the whole school has been committed to ensuring that this system of behaviour management, as well as its associated classroom strategies is implemented consistently across the school.
- CMS provides clear expectations for all stakeholders and acknowledges expected behaviour in the classroom and playground.
- CMS allows staff to work as a team and provides staff, students and parents with a common language, reducing misunderstandings and empowering all involved.
- CMS is based on agreed values and expected behaviours.
- CMS provides students with clear choices and supports agreed processes and procedures.
- CMS uses steps, which are worked through to allow students to make the appropriate changes to their behaviour. At each 'Step' the students are taught and reminded of the expectations and encouraged to make an appropriate choice.
- Expectation Slips can be earned by students seen demonstrating the Expectations for Success. Each slip is the equivalent of one point towards the child's faction total. These lead to rewards throughout the term.
- Students' unproductive behaviour is recorded using either a Classroom Tracker / Individual Behaviour Tracker or a Frequency Recording Sheet for Identified Students to be entered in the Schools Information System by the teacher or office staff.
- A child not displaying appropriate behaviour in the class or playground is reminded of the expectations and given the choice to change their behaviour. A major behaviour slip may result and lead to a consequence for the behaviour.
- A child who receives a Major Behaviour Record Sheet will have a negotiated logical consequence which may result in them being unable to go out to play for the next lunchtime. They will instead spend lunchtime being supervised in a Social Skills Session.
- Parents are notified that their child has received a Major Behaviour record by a phone call from their teacher and **a note in their diary** or letter home.



CLASSROOM MANAGEMENT STRATEGIES (CMS)

Purpose:

Our purpose is to make the best interests of the child the primary consideration through inspiring and uniting our school community. A positive safe and supportive school environment is developed through a consistent approach to the teaching of academic and social behaviours.

Major

SIS Major Behaviour Data Record			
Response is: Calm - Consistent - Brief - Immediate - Respectful - Private			
Wirrabirra is a future focused school dedicated to achieving student excellence.			
Student:	Class:	Date:	Time:
Location:			
Routine:			
Unproductive Behaviour			
N1. Physical assault or intimidation of staff		N5. Wilful offence against property	
BMN1a High intent-Direct threat (contact)		BMN5a Theft of personal property	
BMN1b High Intent-Indirect threat (non contact)		BMN5b Damaging personal property	
BMN1c Use of a weapon		BMN5c Graffiti	
N2. Verbal abuse or harassment of staff		BMN5d Buildings/Glass	
BMN2a High intent- Direct threat		BMN5e Fitting & fixtures	
BMN2b High intent- Indirect threat		BMN5f Furniture	
N3. Physical assault or intimidation of other student		BMN5g Equipment including ICT	
BMN3a Contact		BMN5h Vehicles	
BMN3b Non-contact		N6. Violation of Code of Conduct / Expectations	
BMN3c Use of a weapon		BMN6a Passive Non Compliance - CMS to Power Struggle	
BMN3d Overt perpetrator – open with intent		BMN6b Disruptive – CMS to Power Struggle	
BMN3e Covert perpetrator – secret or sly		BMN6c Defiance – CMS to Power Struggle	
BMN3f Active victim – part of problem		N9. Unproductive Behaviour - Other	
BMN3g Passive victim – caught up in problem		BMN9g Out of Bounds – Leaving Class / Sch	
BMN3h Rough play		BMN9 Other	
N4. Verbal abuse or harassment of student		Behaviour Notification	
BMN4a High intent - Direct threat		Administrator	Tick
BMN4b High intent - Indirect threat – use others		Class teacher	
BMN4c Unhelpful bystander behaviour		PBS/CMS Co-ordinator	
BMN4d Purveyor of misinformation - hearsay		School Psychologist	
BMN4e Exclusion of peer		Outside Agencies	
BMN4f Teasing		Police	
BMN4g Threatening gestures		SAER	
BMN4h Cyber-bullying		School Chaplain	
BMN4i Sexual		AJEO	
Behaviour Response		Which parent contacted by who _____ / /	
BMAB Alternate consequence negotiated	Tick		
BMOC Office Contact			
W Office Withdrawal – In School Suspension			
BMFC Formal Restorative Conference			
SSSS Social Skills Support Session			
S Suspension			
<input type="checkbox"/> Dealt with by Teacher _____ (Print Name)		Teacher Comments:	
<input type="checkbox"/> Social Skills/Consequence Supervised By _____ on _____ / / _____ (Print Name) (Date)		What did the student say and/or do?	

GOOD STANDING

RATIONALE

At Wirrabirra Primary we believe learning is enhanced in a welcoming, inclusive, collaborative and caring environment. The Good Standing Policy supports this belief by acknowledging and rewarding improvements in behaviour, whilst emphasising the importance of taking responsibility for choices students may make which ultimately affect their learning and the learning of others. This policy works in conjunction with the whole school Behaviour Management in Schools Policy.

The Good Standing Policy is an agreed process which shows a structured set of responses to manage positive or negative behaviours. The status of students is based on data from the Schools Information System (SIS) which can be shown to the student and parent for discussion. It will be clear to students what is expected of them in terms of the Expectations for Success, maintaining their Good Standing and the rewards system.

GUIDELINES

- The Good Standing Program is part of the Behaviour Management in Schools Policy.
- Classroom teachers manage student behaviour and enter records of behaviour on the online tracker and SIS.
- Teachers will record the status of students and provide information to admin on students' behaviour via the online tracker.
- Students receiving any major behaviour records have their Good Standing put on hold.
- The classroom teacher will make contact with parents or guardians informing them of their child's Good Standing status being put on hold by phone and through Connect.
- Students who have repeated minor negative behaviour records will have their Good Standing reviewed, with support by the teacher.
- Students with Good Standing on hold will be required to complete daily progress check-ins until Good Standing is earned back.
- Teachers support a student who is not successfully achieving their reinstatement to Good Standing through discussions and an action plan developed with support from an Administrator.
- Students who maintain their Good Standing throughout the term will receive a Good Standing certificate.

The Good Standing Program is an extension of the Behaviour Management Policy which clarifies for students what is expected of them. The Good Standing Policy supports students and promotes our school ethos and is intended to further encourage the students to strive for improved behaviour and enhanced educational outcomes.

MANAGEMENT OF STUDENT MOBILE PHONES

Mobile phones are becoming increasingly prevalent with young children in schools. While parents provide mobile phones to their children for safety going to and coming home from school it is necessary to protect staff and students from disruptions in classrooms and to maintain good order in our school.

To ensure this:-

- All student mobile phones are to be switched off and not used in classrooms.
- Phones are not to be used during school hours.
- Phones are the responsibility of students.
- Phones should be handed to teachers for safe keeping and collected at the end of the day.

CONSEQUENCES FOR BREACH OF POLICY

- Students found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises will/may be suspended immediately as per instructions from the Director General of Education.
- Students using mobile phones at school will have them confiscated until the end of the school day.
- Parents will be contacted if students breach the policy.

Under Section 90 of the School Education Act 1999 suspensions when required will be managed by the Principal in consultation with Parents. If the Principal is absent from duty or is otherwise unable to exercise the power then this power has been delegated to the position of Deputy Principal.





WIRRABIRRA SCHOOL

BULLYING PREVENTION POLICY

A safe environment for all: -

This school believes that the working environment for students, staff and parents should be safe and free from bullying of any kind.

Bullying is not tolerated because it infringes our fundamental rights to safety and fair treatment. **Bullying refers to a wilful, conscious desire to hurt, threaten or frighten. It can be physical or verbal in nature and could be ongoing.** It gives power through another's pain, fear and humiliation.

This school will not tolerate such behaviour in any circumstances and, with the collaborative support of the school community, has developed the following action plan.

ACTION PLAN

Support for students

Students are encouraged to report to members of staff and/or parents, all incidents of bullying. **The school will do something about it.** The student and bully will be requested to express what happened by either verbalising or writing down their role in the incident. Both parties will be counselled separately and parent(s)/caregiver(s) notified of the outcome(s). A request will be made for the parent's/caregiver's support and understanding. The year teacher involved will oversee the negotiation process over a period of time.

The school will ensure that those bullied are:

- protected from harm (physical or emotional);
- encouraged to seek support;
- listened to and their concerns addressed; and
- taught skills in assertiveness/self-esteem where necessary.

The school will ensure that perpetrators are:

- confronted by the evidence;
- assisted to develop a personal action plan of non-aggression;
- the subject of regular behavioural review; and encouraged to change their behaviour through a variety of means.

Note: A similar process of mediation will apply to incidents of bullying involving teachers, parents and other members of the school community.

Parent/Caregiver Support

The school will:

- inform parents/caregiver of any bullying incident their child is involved in;
- request that parents co-operate with the year teacher in any negotiation process;
- involve professional help, where necessary;
- make information about bullying available in school newsletters/brochures and
- have information for parents.

Prevention Programs

Staff will:

- foster a problem-solving climate;
- use restorative justice strategies;
- model and actively reinforce appropriate behaviour and the Code of Conduct.

Teachers will incorporate into the curriculum a personal development program including role-play, classroom meetings and co-operative group activities to assist students to develop assertive rather than aggressive ways of dealing with situations of conflict. The PATHS (Promoting Alternative Thinking Strategies) program and CMS (Classroom Management Strategies) have been adopted by the whole school as a means to ensure this learning is occurring in all classrooms. It also allows students in the school to be empowered with the ability to problem solve and become more able to deal with confronting situations.



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Communication Protocols

School Communities Working Together

In Western Australia, parents/carers, school staff and students share responsibility for public schools providing safe, supportive and productive learning environments.

We achieve this through our relationships, good communication and working together.

Creating positive environments

Our public schools provide positive environments for students to learn and for staff to work.

This is achieved by school staff, parent/carers and students:

- valuing and supporting every member of the school community and appreciating their contributions
- celebrating diversity and individuality; cooperation and acceptance are welcomed and encouraged
- forming positive connections
- creating friendly, supportive and cohesive communities.

Promoting respectful relationships

Every student, staff member and parent/carer has the right to feel safe and be safe at school.

This is achieved by:

- teaching students about respect and appropriate relationships as part of the Western Australian Curriculum and students are expected to maintain positive behaviour in their school community
- principals working with their school community to create positive behaviour models and deal appropriately with students who violate the rights of other students and staff
- parents/carers encouraging, promoting and modelling good behaviour and respect for others at home, school and in their communities.

Communicating well

School communities thrive on open communication wherein staff, students, and parents/carers have opportunities to share good news, discuss issues and maintain an ongoing dialogue.

Principals and school staff communicate with parents/carers in a variety of inclusive ways that are reflective of the school community. They may provide information in writing and/or speak with parents/carers in person. This will generally occur during the school day.

Parents/carers have opportunities to speak with or write to a member of staff to raise any issue of concern, provide feedback or make suggestions.

Teachers and school staff may not be available to respond immediately, however they will make every effort to respond, generally during school hours, within a reasonable timeframe.

Teaching staff, including principals, are not required to respond to communications outside of their normal working hours.

There is an expectation that communication and all interaction between school staff and parents/carers is mutually respectful.

Verbal and/or physical aggression or threats, offensive language and derogatory comments, whether face to face, over the phone, via email or on social media is unacceptable and will not be tolerated.

School staff are not expected to respond to communication that is unacceptable and these will be referred to the principal or regional office.





Working together

Student learning is strengthened when staff and parents/carers are actively and positively involved in their education.

By working together, we support the health and wellbeing of our students and help them develop resilience and confidence.

Our collective efforts are aimed at providing safe environments for all and promoting respectful relationships.

Role of school staff

School staff play a key role in fostering good relationships with parents/carers.

They do this by:

- welcoming and encouraging parents/carers to participate in their children's education
- communicating information and responding to enquiries in a variety of inclusive ways, reflective of the school community
- maintaining professional relationships that are open, honest and respectful
- valuing every family and respecting their differences
- working with parents/carers to identify and promote the individual needs of their children.

Role of parents/carers

Parents/carers have an important role in helping to create positive learning environments for students.

They do this by:

- treating all members of the school community with respect and dignity
- respecting differences and preferences of others
- supporting school policies and values
- being respectful in their relationships and reinforcing their children's good behaviour
- supporting the activities of their school and getting involved where they are able to
- encouraging their children to respect other students and school staff.

Role of students

Students also play their part so they can have positive learning experiences.

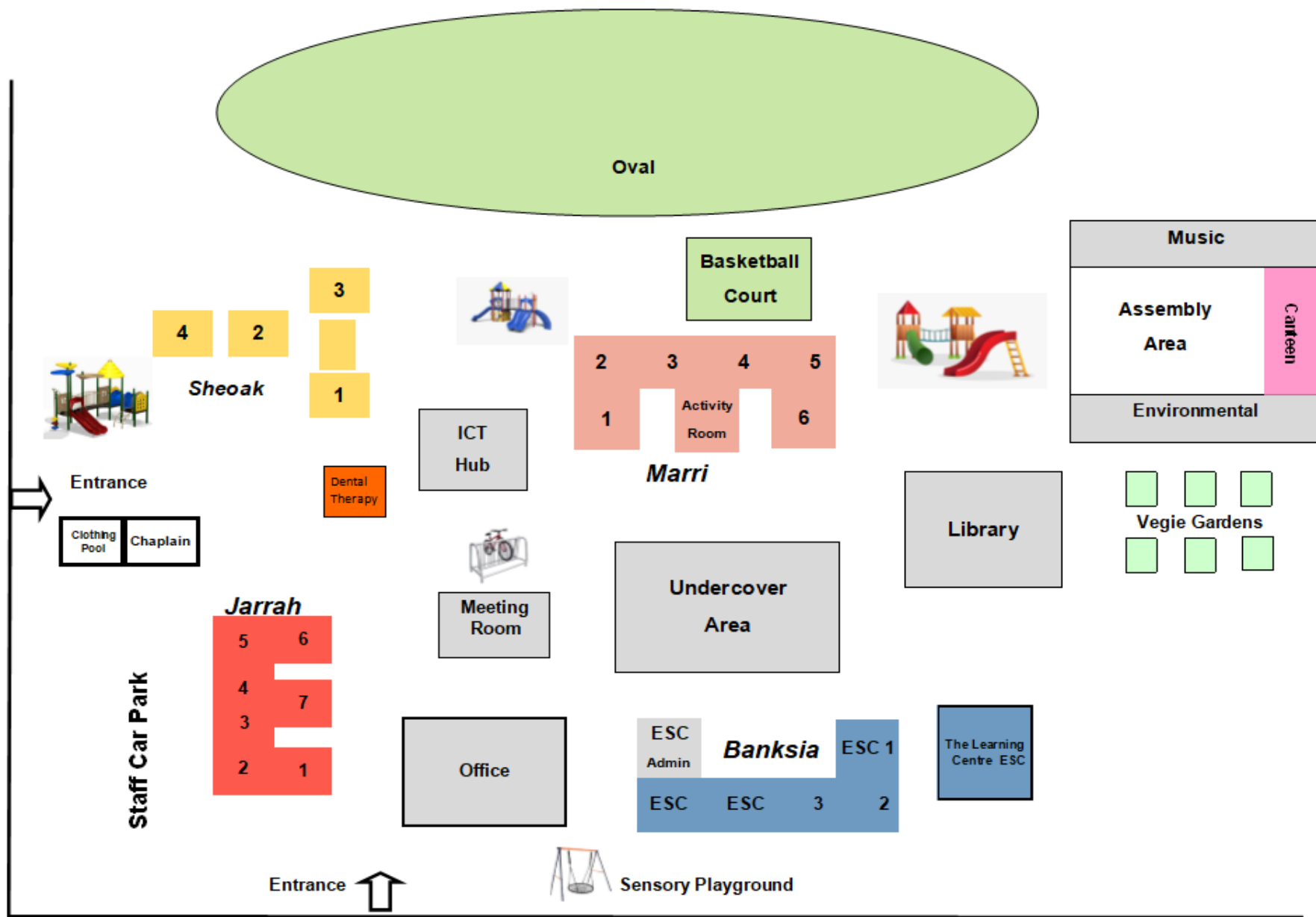
They do this by:

- engaging in classroom activities
- being respectful to and supportive of others
- maintaining positive behaviour.

By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

Together we make a difference.

Jenkinson Street



Corfield Street

