

# Wirrabirra School

Proud to be an Independent Public School



Learn Grow Care



## INFORMATION FOR PARENTS 2026

### Primary School

Phone: (08) 9234 6800

E: [wirrabirra.ps@education.wa.edu.au](mailto:wirrabirra.ps@education.wa.edu.au)

Website: [www.wirrabirra.wa.edu.au](http://www.wirrabirra.wa.edu.au)

### Education Support Centre

Phone: (08) 9234 6850

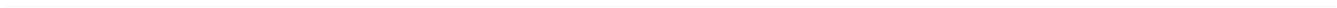
E: [wirrabirra.esc@education.wa.edu.au](mailto:wirrabirra.esc@education.wa.edu.au)

Website: [www.wirrabirraesc.wa.edu.au](http://www.wirrabirraesc.wa.edu.au)

**71 Corfield Street, Gosnells WA 6110**

Wirrabirra Dental Clinic: (08) 9398 1636

OFFICIAL



# 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. **In particular, food products that have nuts or are made from nuts should not come to school, ie peanut butter, nutella or nut bars.**

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, clarinet 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, MacqLit and numeracy. Extension coaching is provided for all teachers to support improvements in teaching and learning. In 2026, Year Three, Four, Five and Six 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](http://www.wirrabirra.wa.edu.au) or (ESC) [www.wirrabirraesc.wa.edu.au](http://www.wirrabirraesc.wa.edu.au)



## WIRRABIRRA EDUCATION SUPPORT CENTRE

Wirrabirra ESC, an Independent Public School, serves primary school students with disabilities and shares a campus with Wirrabirra Primary School. This shared site fosters inclusive learning experiences through common uniforms, shared recess and lunch times, joint assemblies, combined excursions and incursions, a unified Parents and Citizen Association, and a joint School Board. Education Support students participate in mainstream lessons, and some primary students receive support in ESC programs, enhancing integration and collaborative learning.

Each student at Wirrabirra ESC has an Individual Education Plan (IEP) tailored to their educational, social, and emotional needs, developed with input from parents and key stakeholders. The school employs inclusive practices, ensuring all students' needs are met through collaborative staff efforts and specialist programs. With a focus on communication, various Augmentative and Alternative Communication (AAC) systems are used to give every student a voice. As part of the Education Support South Network (ESSN) and local collaborations, Wirrabirra ESC shares resources and expertise to benefit both students and staff.

### *Our Motto*

***'If a child cannot learn the way we teach....we must teach in a way the child can learn' Ivar Lovaas***

### *Our Vision*

To establish an inclusive and positive learning environment where each student is empowered to explore their distinct capabilities, fostering the acquisition of essential skills, attributes, and knowledge vital for their success to thrive in an evolving society.

### *Our Belief*

At Wirrabirra ESC, we believe in providing engaging, individualised learning guided by data-informed practices, fostering inclusivity, respecting diverse backgrounds, and promoting independence. Through continuous staff development and transparent communication, we strive to enhance educational outcomes, celebrate achievements, and empower students to thrive as functional members of society. We are committed to cultivating a supportive environment where every student can unlock their potential and succeed.

For further information and photos of students participating in the programs we offer, please view our website [www.wirrabirraesc.wa.edu.au](http://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"> <li>• Class meeting/Formal interview with teacher</li> <li>• On Entry reports for PP / Yr1 / Yr2</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Formal Summative Report</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Learning Journey</li> <li>• Systemic report from National Assessment Program in Literacy and Numeracy (NAPLAN) for Years 3 and 5</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Formal Summative Report</li> </ul>

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 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.**

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## **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 acknowledge 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.

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## **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.

## **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 email, Compass, or telephone. 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.

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## 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.

**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.



# EVERY DAY COUNTS

A day here or there doesn't seem like much but...



<b>When your child misses...</b>	½ day a week	<b>That equals...</b>	1 month a year	<b>So from Kindy to Year 12 that adds up to...</b>	Nearly 1 ½ years of learning	<b>This means the best your child can achieve is equal to...</b>	Finishing Year 11
	1 day a week		2 months a year		Over 2 ½ years of learning		Finishing Year 10
	2 days a week		4 months a year		Over 5 years of learning		Finishing Year 7
	3 days a week		6 months a year		Nearly 8 years of learning		Finishing Year 4



I want to make it all the way to Year 12

Let's work together to **attend today**, so we can **achieve tomorrow**



# EVERY MINUTE COUNTS

School starts at **8:40am**



<b>When your child misses...</b>	10 minutes a day	<b>That equals...</b>	50 minutes a week	<b>Which is...</b>	Just over a week each year	<b>So from Kindy to Year 12 that adds up to...</b>	Nearly 1 ½ terms of learning
	20 minutes a day		1 hour and 40 minutes a week		Nearly 2 ½ weeks each year		Over 3 terms of learning
	30 minutes a day		Half a day a week		One month each year		A whole year of learning
	1 hour a day		1 whole day a week		Two months each year... That's nearly a whole term!		Just under 2 ½ years of learning



I do my **BEST** learning in the morning!

We think school is **GREAT**, so don't be **LATE!**



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## 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 and 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 in on arrival and out on departure and wear an identification sticker. **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.**



## 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.

The QR code image is a direct link to the Child and Parent Centre YouTube channel which will open directly on a mobile phone once the QR code is scanned.

The contact details are as follows:

Phone: 9398 8720

Email: [CPCGosnells@centrecare.com.au](mailto:CPCGosnells@centrecare.com.au)

Website: <http://childandparentcentres.wa.edu.au/gosnells/>



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:

Kylie Salamon / Julie Dawson	Principals	Emi-leigh Johns	Parent
Shane Bennett	Board Chair	Adam Stannett	Parent
Kristy Sullivan	Staff	Audrey Turner	Community
Jenny McKellar	Staff		
Tarsa De Sousa	Staff		

## 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:	Rebecca de Haan
1 <sup>st</sup> Vice President:	Alya Brown
2 <sup>nd</sup> Vice President:	
Treasurer:	Kristin Dalrymple
Secretary:	Rebecca de Haan
Clothing Pool:	Kristin Dalrymple, Alya Brown Nicola Cameron
Fundraising:	Chantal Kent
Executive Committee Members:	Tegan Dalrymple-Galic, Omar Vazquez Cromie

**TERM DATES 2026 (Students)**

- 1st Term: Monday 2 February – Thursday 2 April**
- 2nd Term: Monday 20 April - Friday 3 July
- 3rd Term: Monday 20 July - Friday 25 September**
- 4th Term: Tuesday 13 October - Thursday 17 December



**SCHOOL DEVELOPMENT DAYS 2026 (Staff)**

- 2nd Term: Friday 29 May
- 3rd Term: Friday 21 August**
- 4th Term: Monday 12 October, Friday 18 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 – 11.25am Recess
- 1.25 – 1.45pm Lunch
- 2.55pm Siren – home



**Wednesdays – Early Close**

- 2.30pm Siren - home

**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. Gates are open at 8.15am. Morning recess is 10.50am - 11.25am. Lunch is from 1.25 – 1.45pm.

**KINDERGARTEN:**

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

	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
<i>WEEK 1</i>	<i>Koalas</i>	<i>Koalas</i>	<i>Koalas</i>	<i>Kangaroos</i>	<i>Kangaroos</i>
<i>WEEK 2</i>	<i>Koalas</i>	<i>Koalas</i>	<i>Kangaroos</i>	<i>Kangaroos</i>	<i>Kangaroos</i>

## 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

Example AIR immunisation history statement - up-to-date

Substance	Date given	Intentional	Brand name given
MMR1	12 July 2014	Childhood Immunisation Programme (CIP) - Regular (CIP)	MMR1 (Sera) - Regular (CIP)
MMR2	12 July 2014	Childhood Immunisation Programme (CIP) - Regular (CIP)	MMR2 (Sera) - Regular (CIP)
Hib	12 July 2014	Childhood Immunisation Programme (CIP) - Regular (CIP)	Hib (Sera) - Regular (CIP)
Polio	12 July 2014	Childhood Immunisation Programme (CIP) - Regular (CIP)	Polio (Sera) - Regular (CIP)
MMR1	12 July 2015	Childhood Immunisation Programme (CIP) - Regular (CIP)	MMR1 (Sera) - Regular (CIP)
MMR2	12 July 2015	Childhood Immunisation Programme (CIP) - Regular (CIP)	MMR2 (Sera) - Regular (CIP)
Hib	12 July 2015	Childhood Immunisation Programme (CIP) - Regular (CIP)	Hib (Sera) - Regular (CIP)
Polio	12 July 2015	Childhood Immunisation Programme (CIP) - Regular (CIP)	Polio (Sera) - Regular (CIP)
MMR1	12 July 2016	Childhood Immunisation Programme (CIP) - Regular (CIP)	MMR1 (Sera) - Regular (CIP)
MMR2	12 July 2016	Childhood Immunisation Programme (CIP) - Regular (CIP)	MMR2 (Sera) - Regular (CIP)
Hib	12 July 2016	Childhood Immunisation Programme (CIP) - Regular (CIP)	Hib (Sera) - Regular (CIP)
Polio	12 July 2016	Childhood Immunisation Programme (CIP) - Regular (CIP)	Polio (Sera) - Regular (CIP)

## 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, at the front office with cash or by EFTPOS or via direct deposit.

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.

## PAYMENT OPTIONS AND CARE OF MONEY

Parents are advised prior to activities which attract a charge. Payments can be made by cash, eftpos or direct deposit transfer into the relevant school's account. Please complete the gold payment envelope provided and accompanying forms and hand into the front 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 16 to budget for the school year and ensure the best opportunities for your child.

Children should not have large sums of money at school. 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 claimed by the one who lost it, they will be rewarded for their honesty by having the money returned to them. Children who lose money should seek help at the office.

### **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.

### **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 15 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.





## 2026 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  <b>\$60</b>	WPS Students Incursions/Excursions	Term 1 - 4	\$25.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	School Photos	from \$50.00
	WPS Students Dance	Term 4							\$40.00	\$40.00	Instrumental Music Hire	\$125.00
	Interschool Sport	Term 1 - 4			\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	Personal Requirements lists	max \$100.00
	Student Councillors Excursion	Term 1 & 4					\$65.00	\$65.00	\$65.00	\$65.00	P & C Membership. Payment gives parents voting rights at meetings	\$1.00
	Swimming Lessons	Term 3 (PP - Y6)		\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00		
	Choir	Term 3					\$30.00	\$30.00	\$30.00	\$30.00	Graduation Shirt Yr 6	approx \$50.00
	School Camp Yr 6	Term 3								\$550.00	Graduation Excursion Yr 6	\$60.00
	WESC Students Community Access	Term 1 - 4						\$25.00	\$25.00	\$25.00	The South Metropolitan Primary Extension and Challenge (PEAC) program provides extension and challenge opportunities for students deemed as eligible through state-wide testing in Year 4. Eligible Year 4 students have an opportunity to engage in an introductory event called 'ignite' at a maximum cost of \$50. As students transition to Year 5 and 6, eligible PEAC students have the opportunity to engage in optional courses between \$15-100 per cycle (trimester). The maximum annual combined contribution, depending on course selections by parents and students is \$300.	
	WESC Students Incursions/Excursions	Term 1 - 4	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140		
	WESC Students Dance	Term 1	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40		

**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, Officeworks or a supplier of your own choice. Please refer to the applicable class's personal requirements list 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

**EFTPOS** Available in the front office

If you are having difficulty in paying *prior* to the excursion, please come and talk to the 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 Finance Committee 11.09.2025 and School Board 27.10.2025**

## NEWSLETTERS

OFFICIAL

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](http://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 upcoming events, excursions and classroom activities.



## SHORT MESSAGING SYSTEM (SMS)

This communication system will send a text message to your mobile phone when your child is absent or late and no explanation has been provided to the school. When you receive an SMS about an absence, click on the link to provide the reason for absence.

SMS may also be used to provide information to parents such as school community notices and emergency/unplanned events such as school closures.

## 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**.

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.

## 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 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/carers, 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.

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## VALUABLES AT SCHOOL

OFFICIAL

Personal items of value such as iPads, mobile phones, 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.

## BUSH FIRE PLAN

### Pre-emptive (planned) school closure during the bushfire season

Wirrabirra School has been placed on the Department of Education bushfire zone register as it is located in a designated bushfire risk area. The Bush Fire Plan is available to view on our website under the heading "Parent Information".

If a 'Catastrophic' fire danger rating has been declared for the City of Gosnells, the school may be required to invoke a pre-emptive (planned) closure. A 'Catastrophic' fire danger rating poses a significant threat to the school if a fire starts, it is likely to be uncontrollable, unpredictable and fast moving.

Parents will receive a text message to inform them of a possible Pre-emptive closure of the school.

The final decision to pre-emptively close the school will be confirmed with the principal no later than 4.30pm on the day before the pre-emptive closure. If the forecast changes after the 4.30pm deadline, the school remains closed to limit confusion within the school community.

Parents will receive a text message to either confirm or reverse a Pre-emptive closure of the school.

Typically, schools will only be required to close for a day at a time.

## 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 rainwater tanks, whole school compost and recycling routines 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.

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



**Green Tips:****OFFICIAL**

- 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.

**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 who conduct classes with children from Pre Primary to Year Six.

The children cover the WA Curriculum content and skills for the 21<sup>st</sup> 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.

All students are required to sign an Internet Agreement for responsible use of equipment and internet sites.



**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 Board 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.
- Minor changes to the uniform may be introduced by the School Board.
- 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, whizz kids and environmental monitors are expected to wear school uniform and abide by the Dress Code.

**SCHOOL DRESS CODE**

OFFICIAL

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

**Summer Uniform** Navy blue shorts / skirt / skort  
**Options:** *Wirrabirra* shirt  
*Wirrabirra* navy blue & white dress  
 Shoes

**Winter Uniform** Navy blue track pants / trousers / skirt  
**Options:** *Wirrabirra* shirt  
 Navy blue *Wirrabirra* windcheater  
 Navy blue *Wirrabirra* zip jacket  
 Navy blue wet weather jacket also available  
 Shoes

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

**Faction colour clothing** will be a polo shirt in faction colours.

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

**Graduation clothing** will be a polo shirt in school colours ordered in Term 4 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 Tuesday & Thursday from 8.30am to 10am and by special appointment only

We have a new online ordering platform. To place an order please head over to:

<https://wirrabirra-school-uniforms.square.site/>

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

**HATS**

We are a Sun Smart school as part of our Sun Smart policy, 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.



# SunSmart

## Sun Protection Policy

### **WIRRABIRRA PRIMARY SCHOOL**

#### **Rationale**

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Australia has the highest rate of skin cancer in the world. Overexposure to the sun during childhood and adolescent is an important contributing factor to the development of skin cancer later in life. As students are at school during times of peak ultraviolet (UV) radiation, schools can play a major role in creating a supportive environment that minimises exposure and encourages sun protective behaviours.

Our sun protection policy has been adopted to ensure that all students, staff, parents and visitors attending *Wirrabirra Primary School* are protected from skin damage caused by UV radiation from the sun. This policy is to be implemented when the forecast average monthly UV Index in our area is 3 or above (recorded from the school's UV meter). The sun protection practices outlined in this policy will be applied to all school activities, including sports carnivals, excursions and camps. The policy has been developed in consultation with the school community.

#### **Our Commitment**

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*Wirrabirra Primary School will:*

- Inform parents of this sun protection policy when they enrol their child/children through the Parent Information Handbook.
  - Brief all new staff on the sun protection policy via the Staff Handbook.
  - Promote sun protection via newsletters, assemblies, daily messages, whole school activities, and parent and staff meetings.
  - Require students to wear broad-brimmed hat when outside.
  - Direct students without a broad-brimmed hat to stay in an area that is protected from the sun.
  - Require staff to wear broad-brimmed hats for all outdoor activities, including yard duty.
  - Encourage parents and guests to wear broad-brimmed hats when participating in and attending outdoor school activities.
  - Require students to wear broad-brimmed or bucket hats and sunscreen for all camps, sports and excursions.
  - Require students to wear a swim (*rash*) top for swimming when outdoors.
  - Ensure there is adequate provision of shade within the school grounds for students and staff.
  - Encourage staff and students to use shaded or covered areas when outside.
  - Ensure that adequate shade is provided at sporting carnivals and outdoor events.
  - Timetable as many outdoor activities as possible when the UV Index is below 3. When this is not possible activities should be scheduled as far from 12 noon as possible.
  - Encourage the use of SPF 30 or higher broad-spectrum, water-resistant sunscreen by:
    - providing sunscreen in the classroom.
    - allowing students time to apply sunscreen 20 minutes prior to outdoor activities.
  - Incorporate sun protection and skin cancer awareness programs into the appropriate Key Learning Areas of the school curriculum.
  - Inform students of the UV index from the UV meter and promote the steps to be SunSmart.
  - Review the sun protection policy annually when updating Handbooks for the following year.
-

*Parents/carers will:*

- Ensure your child/children has a broad-brimmed, legionnaire or bucket style hat. Cancer Council WA recommends the following hats:
  - broad-brimmed (7.5 cm brim)
  - legionnaire-style
  - bucket/surfie-style (6 cm brim)
- Act as positive role models by practising SunSmart behaviour.
- Support the school's sun protection policy.

*Students will:*

- Be aware of the school's sun protection policy.
- Take responsibility for their health by being SunSmart.
- Comply with SunSmart rules and guidelines by wearing suitable hats.
- Apply SPF30 or higher broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors.
- Be aware of the UV index on the UV meter and show SunSmart behaviours.
- Use shaded or covered areas outdoors.
- Act as positive role models for other students in all aspects of SunSmart behaviour.
- Be actively involved in initiatives to protect the school community from over-exposure to the sun.
- Participate in SunSmart education programs.

**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.

**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 enrolment form 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.

**COVID-19:** Exclude from school until symptoms resolved.

**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](http://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.



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**WIRRABIRRA STUDENT COUNCIL** OFFICIAL

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 pages).



## 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 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.



ENVIRONMENTAL MONITORS

FACTION LEADERS



# OFFICIAL 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: 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

## Students have the **RIGHT** to:

- ◆ learn in a purposeful and supportive environment;
- ◆ work and play in a safe, secure, friendly and clean environment;
- ◆ respect, courtesy and honesty.

## Staff have the **RIGHT** to:

- ◆ respect, courtesy and honesty;
- ◆ teach in a safe, secure and clean environment;
- ◆ teach in a non-disruptive environment;
- ◆ co-operation and support from parents.

## Parents/carers have the **RIGHT** to:

- ◆ 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.

## Students have the **RESPONSIBILITY** to:

- ◆ 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.

## Staff have the **RESPONSIBILITY** to:

- ◆ 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.

## Parents/carers have the **RESPONSIBILITY** to:

- ◆ 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.
-

# 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 (**P**romoting **A**lternative **T**hinking **S**trategies) and Rainbows/Seasons for Growth programs 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 (**C**lassroom **M**anagement **S**trategies) 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.



	We Learn	We Grow	We Care
	Engagement Effort Excellence	Courage Resilience Persistence	Respect Responsibility Citizenship
<b>We ALWAYS</b>	<ul style="list-style-type: none"> <li>• Keep our hands and feet to ourselves</li> <li>• Wear our school uniform</li> <li>• Use appropriate language and manners</li> <li>• Follow teacher instructions</li> <li>• Take responsibility for our actions</li> <li>• We manage our emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the truth</li> <li>• Have a go</li> <li>• Appreciate and encourage others</li> <li>• Keep only safe secrets</li> <li>• Use equipment responsibly</li> <li>• We seek assistance when required</li> </ul>	
<b>INSIDE</b>	<ul style="list-style-type: none"> <li>• We are ready to learn</li> <li>• We start our work quickly</li> <li>• We stay on task</li> <li>• We seek assistance when required</li> <li>• We learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• We actively participate</li> <li>• We contribute positively to discussions</li> <li>• We are open to feedback</li> <li>• We are considerate</li> <li>• We manage our emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• We greet people in a friendly way</li> <li>• We include others</li> <li>• We put our hand up to speak</li> <li>• We work at the expected noise level</li> <li>• We keep our class tidy</li> </ul>
<b>OUTSIDE</b>	<ul style="list-style-type: none"> <li>• We are <u>SunSmart</u></li> <li>• We play and eat in the right areas</li> <li>• We help others learn the rules of the game</li> <li>• We are a team player, not just a player</li> <li>• We are open to new experiences</li> </ul>	<ul style="list-style-type: none"> <li>• We agree on and follow the rules of the game</li> <li>• We take turns and share equipment</li> <li>• We demonstrate good sportsmanship</li> <li>• We deal with disagreements positively</li> <li>• We embrace challenges</li> </ul>	<ul style="list-style-type: none"> <li>• We walk on hard surfaces</li> <li>• We use break times for filling our drink bottles and going to the toilet</li> <li>• We put rubbish in the bin</li> <li>• We return borrowed equipment</li> <li>• We return to class on time</li> </ul>
<b>In TRANSITION</b>	<ul style="list-style-type: none"> <li>• We arrive and leave school in a positive way</li> <li>• We listen to directions before moving</li> <li>• We take a Blue Card when we have permission to leave class</li> </ul>	<ul style="list-style-type: none"> <li>• We model positive behaviours when walking around the school</li> <li>• We do 5 Star Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• We hold equipment still when moving around</li> <li>• We walk on paths and around garden beds</li> <li>• We walk quickly and quietly</li> <li>• We are prepared and on time</li> </ul>
<b>In the TOILETS</b>	<ul style="list-style-type: none"> <li>• We use toilets for their intended purpose</li> <li>• We go to the toilet quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>• We understand that toilets are quiet places</li> <li>• We clean up after ourselves</li> </ul>	<ul style="list-style-type: none"> <li>• We wash and dry our hands after we have used the toilet</li> <li>• We respect others privacy</li> <li>• We report any issues to teachers</li> </ul>

# 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.



# 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.



SIS Major Behaviour Data Record			
Response is: <b>Calm - Consistent - Brief - Immediate - Respectful - Private</b>			
<i>Wirrabirra is a future focused school dedicated to achieving student excellence.</i>			
Student:	Class:	Date:	Time:
Location: _____			
Routine: _____			
Unproductive Behaviour			
<b>N1. Physical assault or intimidation of staff</b>		<b>N5. Wilful offence against property</b>	
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	
		BMN5d Buildings/Glass	
<b>N2. Verbal abuse or harassment of staff</b>		BMN5e Fitting & fixtures	
BMN2a High intent- Direct threat		BMN5f Furniture	
BMN2b High intent- Indirect threat		BMN5g Equipment including ICT	
		BMN5h Vehicles	
<b>N3. Physical assault or intimidation of other student</b>		<b>N6. Violation of Code of Conduct / Expectations</b>	
BMN3a Contact		BMN6a Passive Non Compliance - CMS to Power Struggle	
BMN3b Non-contact		BMN6b Disruptive – CMS to Power Struggle	
BMN3c Use of a weapon		BMN6c Defiance – CMS to Power Struggle	
BMN3d Overt perpetrator – open with intent			
BMN3e Covert perpetrator – secret or sly		<b>N9. Unproductive Behaviour - Other</b>	
BMN3f Active victim – part of problem		BMN9g Out of Bounds – Leaving Class / Sch	
BMN3g Passive victim – caught up in problem		BMN9h Other	
BMN3h Rough play			
<b>N4. Verbal abuse or harassment of student</b>		<b>Behaviour Notification</b> <span style="float:right">Tick</span>	
BMN4a High intent - Direct threat		Administrator	
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		AIEO	
<b>Behaviour Response</b> <span style="float:right">Tick</span>		Which parent contacted by who _____ / / /	
BMAB Alternate consequence negotiated		<b>Teacher Comments:</b> What did the student say and/or do?	
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)			
<input type="checkbox"/> Social Skills/Consequence Supervised By _____ on ____/____/____ (Print Name) (Date)			



# 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.**

