

# Falls Road Primary

## Independent Public School

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### Parent Handbook



**Challenge the Present - Create the Future**

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## FOREWORD

The Falls Road Primary School Handbook is compiled for the benefit of the whole school community. The Handbook is designed to be a comprehensive directory of the life, work and organisation of the school. It is also a formal statement of the expectations that the School has of all its members.

## INTRODUCTION

Welcome to Falls Road Primary School for 2017. We are looking forward to another fantastic year.

We have developed a wonderful partnership with parents and our wider community and are looking forward to working with you to build on and enhance this throughout the year.

We pride ourselves on our open door approach and encourage you to avail of this as and when you need to. We are always willing to listen and know that effective communication is a critical aspect of maintaining our strong partnership.

We have high expectations for student behaviour and wearing our school uniform. Our strong partnership with parents has enabled us to achieve a very high standard in these areas and we look forward to this continuing this year.

In 2017 we will continue with the Australian Curriculum in English, Mathematics, Science and Humanities and Social Sciences (HASS).

We have an ongoing focus of continual improvement at Falls Road and welcome and value parent involvement in actively supporting the education of their children. This can include assisting with the Junior Book exchange, being a parent helper in the classroom, helping out at Athletic Carnivals and attending P&C meetings. However you choose to be involved, you are always welcome at our school.

The following notes have been compiled to provide you with a source of information about your school and how it operates. We trust you will find them a useful reference.

Please don't hesitate to get in touch with us immediately if you have a school-based concern (or if there's something about which you're particularly pleased).

I hope you and your children have a happy, exciting, successful and rewarding year.

Best wishes,

David Ingle  
Principal

1<sup>st</sup> February 2017



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## 1. ADMINISTRATION

### 1.1. School Contacts

#### 1.1.1. Contact Details

Phone Number	(08) 9291 8200
Fax Number	(08) 9291 9746
Email	<a href="mailto:fallsroad.ps@education.wa.edu.au">fallsroad.ps@education.wa.edu.au</a>
Address	50 Falls Road, Lesmurdie WA 6076
Website	<a href="http://www.fallsroadps.wa.edu.au">www.fallsroadps.wa.edu.au</a>

Principal	Mr. David Ingle
Deputy Principal	Mr. Simon Docherty
Manager Corporate Services	Mrs. Brenda Martin
School Officer	Ms. Cathy Pickles

#### 1.1.2. Suspicious Activities

If you notice any suspicious activities in or around the school premises please call School Watch on 9264 4771.

### 1.2. School Terms 2017 for Students

Semester 1	Term 1:	Wednesday 1 February to Friday 7 April
	Term 2:	Wednesday 26 April to Friday 30 June
Semester 2	Term 3:	Tuesday 18 July to Friday 22 September
	Term 4:	Tuesday 10 October to Thursday 14 December

### 1.3. Hours of Instruction

Kindergarten to Year 6

School Opens:	8:30am
Commence:	8:40am
Recess:	10:25am – 10:45am
Lunch:	12:30pm – 1:15pm
Finish:	3:00pm (Except on Tuesday - 2:30pm)

#### 1.3.1. Early Close

Every Tuesday is early close, with school finishing at 2:30pm. Parents are requested to collect their child/children promptly.

#### 1.3.2. School Development Days

Falls Road and other schools within the Bibbulmun Network choose their School Development days so that there is some consistency across the local Hills Schools. The Schools in the Bibbulmun Network are:

- Falls Road Primary School
- Kalamunda Primary School
- Kalamunda Senior High School
- Lesmurdie Primary School
- Maida Vale Primary School
- Walliston Primary School
- Gooseberry Hill Primary School
- Kalamunda Primary School Education Support Centre
- Kalamunda Senior High School Education Support Centre
- Lesmurdie Senior High School
- Pickering Brook Primary School





This year our school development days are:

<b>Term</b>	<b>Day</b>	<b>Date</b>
1	Monday	30 January 2017
	Tuesday	31 January 2017
2	Monday	24 April
3	Monday	17 July
	Monday	9 October
4	Friday	15 December

#### **1.4. Arrival at School**

Children are to arrive at school at 8:30am in order to prepare for the start of the day. Children who are late are required to obtain a late note from the Administration office.

Kindergarten and Preprimary children must be delivered to the classroom door and also collected by an adult at the end of the school day.

Students (Preprimary to Year 6 only) who need to come to school between 8.00am and 8.30am, due to parent work commitments, **must** go to the oval and participate in our 100's Club, which is supervised by a teacher. Students walk, jog or run laps of the oval. Four laps is a kilometre. Students receive a certificate for each 25, 50 and 100 kilometres they cover.

#### **1.5. Accounts**

##### **1.5.1. Payment of School Accounts**

Payments can be made directly to the school office (cash or cheque) or using the "Pay Anyone" option through your online bank accounts. Please clearly state student's full name and reason for payment in the description. E.g. Smith J Swimming

The account details are as follows:

Account Name: Falls Road Primary School - School Account  
BSB: 633 000  
Account: 154 725 592

The school has a separate bank account to the P&C and therefore cannot accept payments for P&C run activities. Please do not use this account for Scholastic Book Club payments, Uniform Shop payments or Burger Days

##### **1.5.2. School Contributions**

The total amount of contributions parents and carers are being asked to pay has been contained within the \$60.00 maximum set in the School Education Regulations 2000. The contributions for 2017 are as follows:

Years Kindergarten - 6                      \$50.00 / student

The voluntary contributions collected will be used to supplement school expenditure in all the areas listed below. While contributions are voluntary, the quality of our teaching and learning program will be maximised when each family makes its contribution to the cost of supplementing funding gained from other sources, including the State and Commonwealth government.

Areas where the contributions aid government funding are:

Classroom Activities	Photocopying Supplementary Materials
English Resource Materials	Science Resource Materials
Health and Physical Education Resource Materials	Society and Environment Resource Materials
Languages other than English (LOTE)	Special Days
Library Book Supplementary	Technology and Enterprise Resource Materials
Mathematics Resource Materials	The Arts Resource Materials



### 1.5.3. Event Summary by Year

In December each year parents are provided with a copy of the Contributions and Charges for the following year. This includes a breakdown of estimated charges for your child's participation in excursions, incursions, dance etc.

The following is a summary of events for each year group. Please note that these costs are estimated costs and are subject to change.

Payment Type	Description
A	This is a charge for specific learning activities and available to all students, but conditional on a payment being made. E.g. visiting in school performers, excursions etc.
B	This is a charge for specific learning activities and available to selected students, but conditional on a payment being made. E.G. PEAC, academic competitions, School of Instrumental Music, Interscholar Sport, etc
C	This is a charge for other activities available to all students, but conditional on a payment being made. E.g. Year Six camp, graduation dinner etc.
D	Booklist. This is a charge for personal items for student use. This price is based on orders being made through the recommended supplier.
E	Contributions. These are voluntary contributions but without them the children's education opportunities would be limited. These contributions supplement any funding received and with the recent cost cuts by the government, these funds are more important than ever. This amount is per family.

	Description	Term	Type	K	PP	1	2	3	4	5	6
School	Booklist		D	106	142	165	187	192	189	213	219
	Contributions		E	50	50	50	50	50	50	50	50
	Workbooks		A			45	45	45	45	45	45
	School Photos (Average)		C	40	40	40	40	40	40	40	40
School Enrichment Activities	In-term Swimming		A		45	45	45	45	45	45	45
	Classroom excursions		A	50	50	50	50	50	50	50	50
	Graduation T-Shirts		C								50
	Graduation Dinner		C								40
	Dancing		A			40	40	40	40	40	40
	School Camp		C								1600
	Instrumental Music – Hire/Lease		B							150	150
P&C	Contributions – Family		E	40	40	40	40	40	40	40	40
	Interscholar Sports Events					40	40	40	65	65	65
<b>Total Estimated Cost for Year:</b>				286	367	515	537	542	564	738	2434

There is no charge for activities such as: Book Week and Poetry Eisteddfod and Spelling Bee.

### 1.6. Personal Requirements List

#### 1.6.1. Personal Requirements List

A Booklist is provided to parents at the end of the year for the required items for the entire following year. The school negotiates competitive prices for the materials on the list but you are not obliged to use our supplier. If you do choose to use our recommended supplier the school receives a percentage of sales. Your child will need to have the listed materials each school day so it may be necessary to replace some items such as pencils throughout the year. The charge for personal use items will vary from year level to year level.

#### 1.6.2. Labeling of Items

Year	Generally Items Are	Items to be Individually Labeled
Kindergarten	Shared	Display folder, library bag, hat, drink bottle and pillow.
Pre-Primary	Shared	Display folder, library bag, hat, drink bottle.
1 - 6	Individual Use	All items



## 1.7. Uniforms and Appearance

### 1.7.1. School Uniform

School uniforms are required to be worn at all times (including excursions). The school logo is to appear on all hats, tops, jumpers and jackets. The jade polo top is the standard school t-shirt. Pre-primary to Year Six students are encouraged to wear their faction shirts on the days they have sport. Students can also wear leggings (full length only), shorts / skorts and skirts.

The school follows a “no hat, no play” policy and hats must be worn at all times when outside.

The School Board decides the School Uniform and Dress Code. Non-compliance with the Uniform Policy will impact on students being able to participate in various school organised activities.

Uniform information and costs are as follows: Please note: prices are subject to change

Item	Type	Price	Boy	Girl
Jade Polo Top with Blue/Jade stripped collar	Short or Long Sleeves	\$24	Yes	Yes
Jade Zip Jacket	Long Sleeves	\$32	Yes	Yes
Navy/Jade Tartan Pleated Skirt		\$29		Yes
*Stockings/Leggings (full length)/Bike Shorts	<b>Black</b> (must be worn under tartan skirt)			Yes
Navy Skort		\$20		Yes
Jade and Black Check Dress		\$50-\$55		Yes
Navy Sports Shorts		\$16	Yes	Yes
Navy Track Pants		\$22	Yes	Yes
Navy Jazz Pants	Full Length	\$20		Yes
Navy Cargo Trousers	Shorts and Full Length	\$28	Yes	
Gold, Blue or Red Polo Faction Shirts	Short Sleeves	\$20	Yes	Yes
Navy Hats	Wide brim	\$8	Yes	Yes
	Flap Hat	\$9		
	Reversible bucket hat	\$14		
Headbands	Plain, flat and in school colours			Yes
Shoes	Covered in shoes or runners -No Skate shoes		Yes	Yes
Socks	Plain white ankle (no patterned)		Yes	Yes

**\*Please Note: Stockings, Leggings and Bike Shorts are not to be worn by themselves. They are to be worn under the Tartan skirt.**

### 1.7.2. School Uniform Shop

School uniforms are available through the Uniform Shop, located at the school. Parent volunteers under the jurisdiction of the Falls Road Primary School P&C and the Falls Road School Board run the Uniform Shop. Uniform orders with full payment may be left at the school office anytime. Payment may be made by cash or cheque. Payment may also be made by direct payment to:

Falls Road Primary School P&C Association

BSB 633 000 Account 155 063 613. (Please quote surname in reference).

In addition to the traditional children’s sizes (4 – 14) adult and extra small sizes are available. These items may incur extra charges and wait times.

The school uniform order sheet is available on our website or from the School Office.

The opening hours of the uniform shop are advertised fortnightly in the School Newsletter.

Month	When	Time
February	Every Monday	8:20 am - 8:50 am
March - December	Every Second Monday	8:20 am - 8:50 am



### 1.7.3. Tidiness

All students are requested to maintain hair cleanliness and to keep it tied back if long, so that sight is not impeded and general tidiness is maintained. Reasonable standards of personal cleanliness are expected and should be regarded as being very much the pupil's own responsibility.

### 1.7.4. Marking of Clothes and Lost Property

Parents are requested to ensure that any articles of clothing that a child may remove in the course of a day are **clearly marked with the child's name**. This is very important in order to identify lost property. Lost property items are deposited in a container located near the staffroom and parents are advised to check it for lost garments.

If unnamed garments are not claimed after a period of time, the items are laundered and sold as second hand clothing through the Uniform Shop or donated to charity.

### 1.7.5. Footwear

Parents are requested to ensure that students have appropriate closed in shoes, runners or joggers suitable for running. Thongs and sandals are inappropriate for school, even in hot weather, as they do not provide sufficient support and protection for their feet as students run around and play every day. They are also involved in Physical Education activities and Sport each week. **Skate shoes** are not appropriate footwear for school.

### 1.7.6. Wearing of Jewellery

Students should not wear jewellery, especially earrings, to school. It is unnecessary and jewellery can be dangerous at times, particularly during play, Sport and Physical Education activities. Children who wear religious medallions are requested to wear these under their T-shirts.

### 1.7.7. Wearing of Makeup

Students are not permitted to wear makeup during school hours, **this includes nail polish**.

## 1.8. Communication

The school website contains a tremendous amount of information about our school and you are encouraged to browse the various menus.

### 1.8.1. Parent School Communication

A fortnightly Newsletter is emailed to parents on weeks 1, 3, 5, 7, & 9 each Term. This is the main form of communication with parents and you are urged to read it each fortnight. It is also posted on the Website. Newsflashes will be sent on intervening weeks if necessary. If you are unable to receive the newsletter via email a paper copy is available from the front office.

Permission notes are sent home for all excursions and incursions as required.

We have an open door policy and make every effort to keep you informed about what is happening at our school. We pride ourselves on effective communication and welcome any observations / suggestions for improvement.

A New Parents morning tea is held early in Term 1 to get together with new parents and provide an opportunity for a relaxed, informal chat over a cuppa.

### 1.8.2. Reporting

We provide formal Department of Education reports each Semester from Pre Primary to Year 6.

We provide individual NAPLAN Reports for Year 3, 4, 5 and 6.

We provide individual On Entry Reports for students in Pre Primary.

Kindergarten and Pre Primary also provide work sample Portfolios which are sent home at the end of Semester 1 and Semester 2. (Parents are requested to return the Portfolios at the beginning of Semester 2).



### **1.8.3. Class Interviews**

Teachers organise class meetings with parents at the beginning of each year to provide information on their class organisation and intentions for the year. This is a great opportunity for parents to meet their child's new teacher and clarify any questions they may have.

Additionally we have face-to-face reporting sessions mid Term 1 and the school is **closed** for a half day to enable this to happen. Interviews are scheduled from 12:00 noon to 6:00pm in Term 1. Interviews are for 15 minutes.

Mid Term One interviews are intended to provide all parents with information on how their child has begun the year. In Term 3 teachers will contact parents that they would like to talk to and organise a time to discuss their child's progress. Parents may also request an interview to meet the teacher to discuss their child's progress.

In addition, student progress is monitored throughout the year and parents are encouraged to keep in close contact with the class teacher. It is preferred that you make an appointment in advance with the teacher to discuss any issues concerning your child. Trying to talk to teachers at the beginning of the day is not the best time as teachers are invariably busy organising and preparing for the day or dealing with students and do not have sufficient time to have an in depth discussion. Passing on brief messages is fine; however if you would like to have a discussion please make an appointment. If you advise the teacher of the purpose of the appointment it will facilitate an optimum outcome as the teacher can prepare material for the discussion.

### **1.8.4. Parent Night**

Each year, in Term 3, we hold a Parent Open Night to enable you to interact with your child's/children's teacher. The students love the opportunity to show you their work.

In addition the artwork of the children is displayed in the Moonlight Hall and they also have an opportunity to show off their talents in the Music room. The Science activities will be displayed in the Art Room.

This is a very well attended evening which is enjoyed by all.

### **1.8.5. Concerns, Disputes and Complaints**

We have an excellent partnership with our school community. One of the reasons for this is our willingness to discuss any issues or concerns you may have. We know from past experience that the earlier we can discuss concerns the better the outcome.

An effective process is to discuss the issue with the teacher first. Please contact the teacher to arrange a time to meet.

If you are dissatisfied with the outcome of the meeting, please make an appointment with the office to meet with the Deputy Principal or the Principal.

## **1.9. Enrolment of Students**

Students who live in our catchment area are entitled to enrol at our school. In some instances we may enrol students from outside of the catchment area if we have space in a particular year level. A description of our catchment area is available on our school website.

### **1.9.1. Kindergarten (Kindy)**

While Kindy is not compulsory it is a vitally important year of learning. The foundations of your child's learning are built in Kindergarten. Your child's attendance and your involvement are crucial to building this learning base. At Falls Road Primary there is a balance of Intentional Teaching, Structured Play and Play based learning with a focus on Literacy and Numeracy. We also have a Speech Pathology Program which operates in Terms 1, 2 and 3. This is a free service to parents and children. This is explained further in the book.



### 1.9.2. Pre-Primary

Pre-Primary is a fundamental part of a child's whole development and is a compulsory year of school. Pre-Primary furthers their start in Kindergarten and is one of their first steps away from home to an environment where children develop their socialisation skills with their peers and form concepts about themselves as social beings, thinkers, languages users and most importantly, develop feelings of self worth.

As each child develops and progresses along the developmental continuum at different rates, we employ a balanced approach in providing opportunities for all children to progress from their present stage of development. Our program aims to provide stimulating and appropriate learning opportunities for young children based on the Australian National Curriculum areas with an awareness of the importance of structured play.

### 1.9.3. High School Catchment

Our school is in the catchment area for Lesmurdie and Kalamunda Senior High school. It is your responsibility to check which High school catchment area you are in so that you can enrol your child when the time comes.

### 1.10. Change of Circumstances

#### 1.10.1. Contact Details

At the beginning of each year parents are requested to provide their current contact details. Please ensure you advise the office of any change in contact details throughout the year. **This is critical information in case we have to contact you.**

#### 1.10.2. Change of Family Circumstances

Please provide this information to the office. This information is treated in a sensitive, confidential manner but is vital in dealing with any behavioural issues that may arise from the situation.

#### 1.10.3. Withdrawal of Students

Students may be withdrawn from class if they have breached the behaviour code to a serious degree. The length of time will depend on the nature and seriousness of the incident and may involve in school or out of school suspension. Parents are kept closely informed if this is required.

### 1.11. General Policies and Procedures

#### 1.11.1. Formation of Classes

It is important to recognise that a wide spread of abilities exists in both straight and grouped classes and that students needs will always be our paramount concern. Therefore the principles employed in the formation of classes are:

1. Where possible, classes are formed with straight year levels.
2. Where numbers dictate, grouped year level classes are formed.
  - a. A range of factors are considered for the education program to be most effective. Taken into consideration in the makeup of these classes are factors such as social homogeneity, group dynamics, academic strengths and needs and support programs.

The recommended maximum class sizes are:

Year	Straight Year Classes Maximum	Mixed Year Classes Maximum
Kindergarten	20	
Pre Primary	27	
1 - 3	24	23
4 - 6	32	31

#### 1.11.2. School Privacy Policy

All student information is treated in a confidential manner. We only discuss student information with the relevant carers.



### 1.11.3. Medical Information

Upon enrolment each student is to complete a Health Care and Excursion Summary. Students are unable to attend excursions if this form has not been completed. A copy of this form is available on our website. Parents of students with medical conditions are asked to complete a Medical Action Plan. If their child has an Asthma diagnosis, the Medical Action Plan needs to be signed by their doctor.

### 1.11.4. Use of School Grounds After School

Once parents collect their children at the end of the day they are responsible for their children's behaviour and welfare. It is expected that while they are on school grounds **school rules are still adhered to**. This includes no running on concrete, no climbing trees and appropriate use of all playground equipment. **Parents are asked to vacate the school premises 15 minutes after school finishes.**

### 1.11.5. School Insurance

The Department of Education does not have insurance to cover students when they are at school. If you would like your children to be insured for accidents etc, you will need to take out personal private insurance.

### 1.11.6. Visual Images of Students

Under the Department of Education's Information Privacy and Security Policy, schools are to obtain parental/guardian permission before using visual images of students, such as photographs, outside the school environment.

Falls Road Primary School regularly uses images of students in a variety of ways to recognise excellent achievement, inform parents and the local community of school matters, publicise events and to promote the school. From time to time we may also be asked to contribute to the Department of Education materials, such as educational videos and the "School Matters" publication.

The school also has a website which may result in your child's image potentially being accessed worldwide through the Internet.

At the beginning of the student's school life, we request your permission to use any images of your child in some or all of the ways mentioned above. You are of course at liberty to withdraw your consent at any time by contacting the school in writing.

A copy of this permission slip is available on the school website.

Taking photos and videos of your children participating in school activities is acceptable however please be aware that not all parents have given permission for their child's image to be used and uploaded onto social media. Therefore it is **vitaly important that you only upload and share images of your own children.**

## 1.12 Attendance

### 1.12.1 Absenteeism

In accordance with the Education Department's Regulations, parents are expected to provide a note of explanation in writing or by e-mail whenever their child K – 6 is absent from school. Attendance follow up letters, for unexplained absences, will be forwarded home with students at regular intervals; these need to be returned to the office as soon as possible.

### 1.12.2 Absenteeism Due to Illness

The necessity sometimes arises to advise parents that their child is ill or injured. **It is essential that a current contact number be made available to the school so that we can communicate with parents and advise them of their child's indisposition.** All parents need to ensure that their child's medical records are updated and kept current. It is vital that we have this information in case of an emergency.





### 1.12.3 Lateness

When a student is more than 10 minutes late to class, they are to report to the office where a note will be issued to the student, asking parents to explain their child's lateness. This note should be returned to the classroom teacher the following day.

### 1.12.4 Leaving School

If it is necessary for your child to leave early any time during the day for appointment etc, parents must sign the child out at the Front Office. This includes recess and lunch. Permission to leave early will not be granted by the classroom teacher unless parents present the Standardised Leave Pass from the front office. When the student is returned to school from appointments, please report to the Front Office to sign the student back in to school.

### 1.12.5 School Commitments

All school-based activities are compulsory. Sports carnivals are treated as a normal school day and therefore attendance is required.

## 1.13 General Information

### 1.13.1 Air Conditioning

The whole school including the Moonlight Hall is air conditioned for the comfort of children and staff.

### 1.13.2 Assemblies

Assemblies are usually held every two weeks. This information is included in the newsletters.

Each class from Pre Primary to Year 6 hosts an assembly. Everyone is welcome to attend any of the assemblies throughout the year.

### 1.13.3 Eating and Drinking

#### Recess and Lunch

Year 1 to 6 eat in the undercover area outside the staffroom and outside of Room 5 and 8. Pre Primary eats outside Room 4 and Kindy eat on their class verandah. Students sit while they are eating and drinking.

At recess students eat their food in the areas indicated above before going to play.

Students eat lunch from 12:30pm. Staff dismiss those students who have finished eating at 12:45pm. Students who need longer to eat are able to finish their lunch before going to play.

**Students are not allowed to share food.** We have a number of students who are anaphylactic i.e. allergic to peanuts, bee stings etc. These students are supported to take responsibility for their welfare and one way in which we do this is that students are not permitted to share food.

Parents are encouraged to provide a healthy and nutritious recess and lunch for their child/ren. (eg piece of fruit, sandwiches, salad. No "junk food" please.

There is a no litter policy at our school. Students are supervised to put their rubbish in bins after eating before they go to play. This is now a matter of pride at our school.

#### Lunch Orders

The King and Spoon café in Lesmurdie provides the opportunity for students to order lunch on Tuesday and Thursday. Menus and lunch order bags are available from outside the staffroom on order days. Orders are to be placed on the lunch bags only (no envelopes) and must be labeled Falls Road Primary, then placed in the box outside the staffroom before 9.00am. Where possible please ensure correct money is enclosed. Orders are collected and delivered back to the school just before lunch. They are distributed to students outside Room 8. Year 6 Leaders will assist in handing out the lunches.

The menu changes seasonally and copies will be sent home with students. A copy is also available on our website.





#### **1.13.4 School Photos**

Medhat from Camera West takes our school photos and these are taken in Term 1 or 2. Individual Student, Classroom, Sibling photos and a whole school photo are taken. Over the years Medhat has provided us with outstanding service that is highlighted by the personalised attention to the individual and the quality of the photos.

#### **1.13.5 Sun Protection**

The school has a “no hat, no play” policy. Any student without a hat will be unable to play outside and will spend recess and lunch outside the Pre Primary area with supervision by a duty teacher.

It is recommended that students apply sunscreen each day before school. The school has sunscreen available in each classroom for students to apply before play at other times during the day.

#### **1.13.6 Property**

##### **Sporting Equipment, Toys etc**

Students are not to bring any personal items to school as the school provides all required equipment. This prevents students personal belongings being damaged or lost.

##### **Mobile Phone/iPods/iPads**

Students are not allowed to have these items in class. These are to be handed in to the office for safe keeping on arrival at school. Students can then collect them as they leave school in the afternoon.

##### **Lost Property**

Any student clothing found after recess and lunch will be placed in the container near the staff room. Labeled clothing is returned to students.

Unlabeled clothing which is unclaimed after a period of time is laundered and then sold at a reduced price through the Uniform Shop.

#### **1.13.7 Handwriting Styles**

The school teaches Victorian Modern Cursive as the handwriting style.

#### **1.13.8 Year 6**

Students in Year 6 will be treated as graduating students to High School at the end of the year.

##### **School Camp**

In 2011 we initiated a Year 7 Camp to Sydney and Canberra. This has become an annual event. Previously we surveyed the Year 6 parents and if 75% or more support the camp for the next year, the camp proceeds. This year the Year 6 class will be going to Sydney and Canberra in Week 10 of Term 3. We will survey the Year 5 parents regarding the 2018 Camp in February 2017. If we receive more than 75% support the camp will go ahead.

The camp is a 6 day camp; students leave on a Sunday and return on a Friday evening.

In Sydney we explore the early settlement of Australia through participation in archaeological activities of the first dwellings in “The Rocks”, walk the Sydney Harbour Bridge, sketch the Opera House, take a boat tour on the Harbour and visit the Sydney Aquarium.

In Canberra we visit the old and new Parliament Houses, the Governor General’s residence, the National Gallery, The Institute of Sport, The War Memorial, The National Dinosaur Museum, Cockington Green (miniature replicas of houses, towns, railways etc), Reptile Park, Questacon, Deep Space Centre and enjoy a game of bowls on the last night.

##### **Graduation Ceremony**

The Year 6 Graduation Evening will be held at the end of Term 4 in the Moonlight Hall. This is an occasion for students to celebrate the leaving of Primary School and moving on to High School.

Student Awards for each of the Curriculum Areas, Citizenship and Endeavour are presented at the ceremony. These awards are selected by staff and based on the student’s performance, conduct and behaviour over their final year of school.



### **Welcoming Ceremony**

Falls Road has a tradition of a welcoming arch. This is where the Pre Primary students are welcomed into the school by having them walk through an arch created with all the Year 1 to 5 students. The Year 6 students are farewelled from the school as they walk through the arch. This ceremony is held at the school on the last day of the year at 2.45pm.

## **2 THE ORGANISATION OF THE SCHOOL**

### **2.12 Administrative Structure**

#### **2.12.1 Independent Public School**

The Independent Public Schools initiative is a State Government commitment to empower school communities by giving them greater capacity to shape the ethos, priorities and directions of their schools. Independent Public Schools assume greater responsibility for their own affairs and have greater flexibility to respond to their communities. They create more diversity in the public school system and help build strong communities that are more able to respond to the needs of students.

As an Independent Public School it means that we have the flexibility to select staff for vacancies and operate a One Line Budget. The school has an External School Review every three years to validate the progress of the Business Plan and Delivery and Performance Agreement.

Our 2<sup>nd</sup> review was conducted at the beginning of Term 4, 2016. The Review Report was extremely positive. A copy of the Report is available on our website.

#### **2.12.2 The School Board**

The School Board was inaugurated in 2011 after the school attained Independent Public School status at the beginning of 2011. The school board consists of school representatives and community representatives. The functions of the Board are as provided in Section 128 of the School Education Act and include:

1. A focus on improving learning outcomes for all students.
2. A shared vision and a plan reflecting the broad values of the school community.
3. Active involvement in endorsing the School's Delivery and Performance Agreement, Budget, Business Plan and Annual Report.
4. Monitoring progress towards the achievement of goals.
5. Promoting meaningful parent and community participation and actively seeking the views of its school community.
6. Approving the student dress code.
7. Deciding on issues related to charges and contributions, extra cost options, advertising and sponsorship.
8. An advocacy role to enhance the operations of Falls Road Primary School.

The School Board meets regularly each term. Additional meetings will be held as required. The School Board is made up of parents, teachers and community members that cover a wide range of skills and knowledge bases. The School Board periodically conducts a SWAT (Strengths, Weaknesses, Opportunities and Threats) analysis to ensure the effectiveness of the School Board is maintained. Based on this analysis the School Board identifies the required areas, personnel and skill sets and identifies appropriate people with the required skill set to fill this need.

#### **2.12.3 Parents and Citizens Association (P&C)**

The primary function of the P & C is to raise funds to enhance the facilities and programs at the school. P&C Associations are an officially recognised forum where parents interested in the welfare of government schools can meet to support the school. The aims of the association are to promote the interests of the school or group of schools for which it is formed through -

1. Cooperation between parents, teachers, students and members of the general community;
2. Assisting in the provision of resources, facilities and amenities for the school or schools; and
3. The fostering of community interest in educational matters. School Education Act 1999, part 3, division 8, subdivision 2, section 143 (1).



The P&C gives parents an opportunity to learn about the school's policies and programs; brings parents together to share information and views; assists the school in building positive attitudes to students and their families; raises funds to provide extra resources.

Parents, carers and citizens must pay the membership fee to become a financial member of the P&C. Payment of the membership fee must be made by the close of one meeting so that the member is eligible to exercise membership rights (e.g., vote) at the next meeting. The membership fee is less than 50c. All financial members have the right to stand for office, move motions and vote.

The P&C Association meet twice a term (Weeks 3 & 8) in the school staffroom at 7:00pm. All parents are urged to become active members. It is in your child's interest that the P&C is as dynamic and effective as possible.

Office Bearers for 2017 will be elected at the Annual General Meeting to be held in conjunction with the first meeting in the staff room at 7:00pm on Monday, Week 3, Term 1. The committee is made up of a number of positions. These are: President, Vice President, Secretary, Treasurer, Fundraising Coordinator, Uniform Shop Coordinator, Kindy Representative, Pre-Primary Representative, School Council Representative and a Community Officer.

There is a voluntary P&C Fund amount for the school. For 2017 this contribution is set at \$40 per family.

These funds provide the P&C association with an opportunity to support a number of education projects every year such as Athletics and the Reading Eggs program. Other fundraising events, as outlined in the Active Involvement section, will be held to raise funds for other school projects.

Payments for the P&C Approved Voluntary Fund can be made through the office or with the Personal Requirements List order.

## **2.13 Factions**

### **2.13.1 Faction System**

Factions play an important role within the school as they create a sense of team unity. Factions work in a number of ways within Falls Road Primary School, in a sporting nature and as a behaviour incentive.

Falls Road has three Factions; Red, Blue and Gold. Each of these Factions has a male captain and a female captain. Students are organised into Factions when they enrol in the school. The factions remain the same for family members and we try to ensure each faction has the same amount of students. The Factions compete against each other for the Faction Shield in Swimming in Term 1, in Cross Country in Term 2 and at the Faction Athletics Carnival held each year towards the end of Term 3.

In addition the faction system is used as a behavioural incentive within the school.

### **2.13.2 Faction Captains**

The captains for each of the factions are elected at the beginning of the year and they hold this position for the whole year. If a Faction Captain leaves the school, then an election is held to fill that position. The Year 4 – 6 members of their faction elect Faction Captains. Year 6 students for each faction can nominate for the position of captain. They then present a speech to the students in Years 4 - 6 outlining why they would make a good Faction Captain. Elections are held and the male and female students from each faction who receive the most votes are elected captains.

## **2.14 School Leaders**

Falls Road Primary School students are represented by 8 School Leaders throughout the year. In 2017 these leaders will be chosen from the Year 6 students following school elections.

Elections are held at the beginning of Term 1 and Term 3 and the students elected represent the rest of the students at the school for either Semester 1 (Term 1 & 2) or Semester 2 (Term 3 & 4). Any student in Year 6 can nominate for the School Leader positions. The process is outlined below:



1. Nominated students present a speech to the students in Years 4 - 6 outlining why they would make a good School Leader.
2. Students in Years 4 - 6 then vote for the students that they feel would best represent them as School Leaders.
3. The students who score the highest number of votes are then given the responsibility of being a Falls Road Primary School Leader for that Semester.

This process is repeated at the beginning of Semester 2, which allows another group of students to nominate for the positions. Students can be elected a School Leader in both Semester 1 and Semester 2. Year 3 students also vote in Semester 2.

#### **2.14.1 Responsibilities of the School Leaders**

1. Be a positive role model in whatever I attempt to do.
2. To uphold the school rules and demonstrate the Bounce Back Values.
3. To meet with the class I represent twice a Term and provide feedback on cares, concerns and celebrations with the administration staff. Attend one Student Council meeting a Term.
4. Represent Falls Road on special occasions (i.e. incursions, special assemblies, carnivals).
5. To be involved in leadership training.

#### **2.14.2 Roles of the School Leaders**

Some examples of the roles the School Leaders perform are:

1. Putting out and removing the school banners
2. Putting up the flag
3. Judging the Cleanest Classroom Contest (CCC or Golden Broom)
4. Putting out sporting equipment
5. Organisation of lunchtime activities for students
6. Updating the Staff Duty Roster
7. Pixie Post delivery
8. Assisting with Assemblies

#### **Pixie Post**

During December, the School leaders run a 'Pixie Post' service. 'Pixie Post' can be used to give Christmas messages, nice messages to others about what good friends they've been during the year or to remember good things that have happened during the year.

'Pixie Post' messages can be posted in the 'Pixie Post - Post Box' that will be kept outside the office. Each day during December, the school leaders will empty the box and take the messages around to students who have received "Pixie Post". Students sending messages must write the name of the person and their Room number on the front of the envelope and their own name and room number on the back of the envelope. **(Please do not put Candy Canes or gifts with the Pixie Post)**

### **3 AIMS OF THE SCHOOL**

#### **3.12 Overview**

The school aims to create a safe, fair, positive environment for everyone at the school. Our mission is to provide a positive educational environment that facilitates, supports and extends all facets of student development. We have maintained a broad curriculum including Art, Music, Physical Education and Language other than English (Italian) to provide all students with the opportunity to shine. This is supported by our four core values of Learning, Excellence, Equity and Care.

The school motto is "Challenge the Present - Create the Future" and we strive to do this through various aspects of the school that enables ongoing improvement and enrichment.

#### **3.13 Priorities**

Priorities are based on quality analysis of systemic data collected in the previous year. The main areas of emphasis this year will be in Reading, Spelling and Writing in English and Problem Solving in Mathematics. The progress and results relating to Priorities are reported to the School Board annually and included in the Annual Report that is published by the end of Term 1 each year.



### **3.14 School Business Plan**

As an Independent Public School we have a Business Plan. This incorporates our Operational Plans and an overview of our One Line Budget. The Operational Plans are developed by all of the teachers working collaboratively and these plans are shared with the School Board. One of the roles of the School Board is to review and endorse this plan. The completed Business Plan is then co-signed by the Principal, the Chair of the School Board and Ms Sharyn O'Neill, Director General of Education in Western Australia.

The Falls Road Primary School Business Plan 2014 – 2016 has been completed.

The external reviews an Independent Public School is available on the website. We were extremely pleased with the very positive review which recognised the efforts of the school staff and community and the programs and resources provided throughout the school.

The new Business Plan for 2017 – 2019 will be developed by the Board and the school staff for 2017. It will provide a comprehensive overview of the Areas and Targets we will be focusing on. It will be published on the website and a hard copy will be available from the office.

### **3.15 School Operational Plans**

The Operational Plans are based around teaching strategies and resourcing for the different learning areas. These are developed after reviewing data collected in different learning areas across the course of the year.

The data is collected from a range of sources including NAPLAN, School-wide testing in Term 1 and Term 4, as well as teacher judgments and formative assessments conducted throughout the year. These Plans identify strategies, resourcing, timelines and methods of monitoring data collected that enable Falls Road staff to effectively plan for improving student outcomes. These plans also identify specific focus areas throughout the school that have been identified as areas of specific need.

The Operational Plans are reviewed in the middle and at the end of each year and they are available to download from the school website.

## **4 CODE OF CONDUCT**

### **4.1. Rationale**

1. To prepare students to be good members of society.
2. To ensure the safety and security of all.
3. To facilitate the organisation and administration of the School.
4. The School has a Behaviour Management Policy (BMP) that covers behavioural issues.

### **4.2. Behaviour Management Policy (BMP)**

Students, parents and teachers have a right to expect that the school environment in which the teaching - learning process occurs is safe, orderly, predictable and free of tension and where staff have the right to receive appropriate behaviour from students.

At the end of the 2016 school year the school Behaviour Management Policy was reviewed to ensure that it conforms to the Education Act 1999 and continues to be effective. The major emphasis of this policy is a strong focus on recognition of positive behaviour combined with clear and timely communication to parents when students misbehave. This will be continued in 2017. This important policy is reviewed every year. The Behaviour Management Policy is available on our website.

### **4.3 Rights and Responsibilities**

The following rights and responsibilities are not negotiable. They are a contract you enter into when you enroll a child at school or work for the Department of Education and Training. They are Department of Education policy and therefore legally binding.



Who	Right To	Responsibility To
Students	learn in a purposeful and supportive environment;	ensure that their behaviour is not disruptive to the learning of others;
	work and play in a safe, secure, friendly and clean environment;	ensure that the school environment is kept neat, tidy and secure;
	respect, courtesy and honesty.	ensure that they are punctual, polite, prepared and display a positive manner;
		behave in a way that protects the safety and wellbeing of others.
Staff	respect, courtesy and honesty;	model respectful, courteous and honest behaviour;
	teach in a safe, secure and clean environment;	ensure a safe, secure, friendly and clean environment;
	teach in a purposeful and non-disruptive environment;	establish rapport with students;
	co-operation and support from parents.	ensure good organisation and planning;
		report student progress to parents.
Parents	be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare;	ensure that their child attends school;
	be informed of their child's progress;	ensure that the physical and emotional condition of their child is at an optimum for effective learning;
	access a meaningful and adequate education for their child;	ensure that their child is provided with appropriate materials to make effective use of the learning environment;
	be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.	support the school in providing a meaningful and adequate education for their children.

#### 4.4 Code of Behaviour

The school community has agreed that all stakeholders show mutual trust and tolerance; respect the rights of self and others and their environment.

##### 4.4.1 Student Behaviour

The following are statements that students agree to:

1. I take pride in my personal achievements and my school.
2. I am confident, happy and know that I can use my initiative to be successful.
3. I am kind, courteous and respectful to all people.
4. I reflect on my work, set reachable goals and work to achieve them.
5. I accept and appreciate others' differences.
6. I ask questions, seek help and take risks to improve my learning.
7. I strive each day to be independent and resilient.
8. I take the time to help, care for and cooperate with others.
9. I work hard to be the best I can be.
10. I positively communicate my feelings, ideas and knowledge to others.
11. I strive to achieve personal high standards using all my intelligences.
12. I care for the environment, school and others' belongings.

##### 4.4.2 Staff Behaviour

###### Classroom Teachers

Research shows that the classroom teacher has the greatest influence on modifying student behaviour. To this end, consistently following the school Behaviour Management Policy within the classroom is critical to the effective implementation of this Policy.

Teachers have agreed to:





1. Develop and maintain a positive classroom environment.
2. Display and discuss:
  - a. Rights and Responsibilities
  - b. School Code of Behaviour
  - c. Playground Rules
  - d. Classroom Rules
  - e. Rewards and Consequences
3. Document student misbehaviour and correctional strategies.
4. Contribute to a review of the School Behaviour Management Plan.
5. Include administration staff, where appropriate, in discussions with parents regarding student behaviour management.
6. Consistently apply the school's behaviour management plan.
7. Set consistent and achievable standards.
8. Promote a positive working environment and give consideration to student seating and classroom arrangement.

### **Principal and Deputy Principal**

The Principal and Deputy Principal agree to:

1. Provide a link between parents and staff.
2. Support teachers with behaviour development and management.
3. Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
4. Facilitate parent/teacher/child conferencing.
5. Assist with programmes for individual children with behaviour problems.
6. Provide relief teachers with guidelines pertaining to behaviour development and management procedures.
7. Regularly review the School Behaviour Management and Instructional Strategies Policy.
8. Supervise Time Out in the Library every day between 12.45pm and 1.15pm.

#### **4.4.3 Consultation Process with Parents**

The school administration and teaching staff are required to contact a student's parents and engage in a consultation process when behaviour management or bullying issues are encountered. Staff must seek every opportunity to encourage parent participation by genuinely seeking information and assistance in the responses to student behaviour.

Individual behaviour management plans are to be established when a student requires additional support to meet their individual needs or manage their behaviour. Parents must be informed and engaged in the process for planning individual behaviour management. Individual behaviour management plans must be documented to make clear the behavioural issues that are being addressed, the desired outcomes, strategies to be used and the effectiveness of the strategies.

Step 1	Identify the behaviour to be changed. Specify no more than two behaviours.
Step 2	Decide the positive replacement behaviours required and specify these in observable, behavioural terms.
Step 3	Design a system for providing the student with positive reinforcements or rewards when they show the desired behaviour.
Step 4	Identify progressive consequences for negative behaviour.
Step 5	Design a simple behaviour contract in consultation with the student. Seek the student's commitment to the plan. Involve the parent /caregiver.
Step 6	Set up a system for recording, specifying the behaviours and consequences.
Step 7	Implement the plan. Regularly review and update.

The teacher and / or Administration will keep appropriate records of behavioural incidents, incentives, parent liaison etc.



## 4.5 School Rules

The school rules are separated into two areas

1. Outside Rules
2. Classroom Rules

In both incidents there is a progression of consequences for breaking the rules. This may be Time Out in the Library at lunchtime after students have finished eating or in school suspension or out of school suspension. The type and length of the Time Out will depend on the severity of the misbehaviour.

The Principal or Deputy supervises Time Out in the Library. If students have a Time Out in the Library they discuss their misbehaviour with the Principal or Deputy and fill out a reflection sheet outlining their misbehaviour. This is taken home for parents to sign so they know what has happened. The student has to return the signed form to the Administration at school the next day.

If the misbehaviour is serious, parents will be contacted immediately by phone.

### 4.5.1 Outside Rules

Students must:

1. Obtain permission to leave school grounds during the day.
2. Consider the safety of others when playing games. Do not throw sticks, stones, honkey nuts or other objects likely to cause harm.
3. Only play non-violent games. Fighting and rough games where extreme physical contact is required are not allowed.
4. Walk on concrete pathways.
5. Play only in designated areas within sight of the duty teacher.
6. Ensure that items brought to school will not cause harm to the environment. Do not bring items such as bubble/chewing gum or liquid paper.
7. Keep the school grounds in a neat and tidy condition. Eat only on verandahs at recess and the undercover area at lunchtime. All food scraps and rubbish to be put into bins.
8. Only enter or remain in a classroom during non-teaching time when a teacher is present.
9. Have a hat. 'No Hat No Play'.
10. Ride bicycles only to and from school. Bicycles are not to be ridden on the school grounds unless under supervision for activities such as bike safety.

### 4.5.2 Classroom Rules

Classroom rules are to be determined by teachers in consultation with students at the commencement of the school year, displayed and reviewed throughout the year. All teachers need to include positive incentives, both intrinsic and extrinsic, in their classroom behaviour management plan.

Below is a typical hierarchy of consequences followed for incidents of misbehaviour in the classroom.

Step	What	Consequence
1	Name on board	Warning
2	Name X	Class penalty or 5 minutes isolation within the class
3	Name XX	Isolation in a time out class – for a period up to 30 minutes (work to be provided)
4	Name XXX	Sent to administration team – Blue Note home / phone call to parents made by teacher and/or admin (negotiated consequence that aims to positively correct the behaviour. Any referral to Administration is to be accompanied by a blue note – consequences are then decided upon by Principal and or Deputy Principal (e.g. Detention, in-school suspension etc...) This is followed up with the class teacher through notes and/or conversation. In School Suspension / Out of School Suspension includes a Parent / Teacher / Admin Case Conference

This process is to be 'fast-tracked' for support teachers, relief teachers and visitors to the school (e.g. parent helpers) in order to provide them with additional support. This fast tracked approach involves isolation in a 'buddy' class – for the remainder of the lesson. A buddy class is to be





organized by the teacher at the beginning of the year. Follow up with class teacher through notes and/or conversation.

#### **4.6 Positive Recognition and Incentives**

The focus is on encouraging positive behaviour and helping children to be clearly aware of what is acceptable both in and out of the classroom.

The following incentive scheme is used school wide and teachers are encouraged to implement it in their classroom policy. This positive behaviour is then recognised during Assemblies.

##### **4.6.1 The Medallion System – Preprimary to Year 6**

Teachers place stamps on an Achievement Record Card. When a card is full (30 stamps) the child takes the card to the office and receives a sticker that is placed on a colour-coded chart indicating clearly what level the student is at according to the following progression. Students receive one stamp for positive behaviour, which is determined by the class teacher.

- 1st completed chart: Bronze certificate at assembly
- 2nd completed chart: Silver certificate at assembly
- 3rd completed chart: Gold certificate at assembly
- 4th completed chart: Appreciation Book certificate at the assembly

For each chart completed after receiving the Appreciation Book a reward is received from the book and an Appreciation Book certificate is presented to the student. Once the Appreciation Book is completed a Bronze Medallion is achieved and presented at assembly. Once a Bronze Medallion has been achieved, the student starts again but with the Silver Medallion as the goal, and then the Gold.

The focus is to increase the intrinsic reward and reduce the level of extrinsic reward as students' progress through to Year Six. All students are able to earn Bronze, Silver and Gold medallions.

##### **4.6.2 Faction Points**

Faction points tokens can be earned by:

1. Observing School Rules
1. Assisting Others
2. Positive Playground Behaviour
3. Positive Classroom Behaviour During Specialist Classes

The child then places the Faction Token in the school faction box situated inside each classroom. These are collected by the Faction Captains weekly and provided to the Deputy prior to assembly. They are counted and the fortnightly tally is read out at assembly. At the end of each term the Faction with the most number of Faction Tokens wins and receives a free sausage sizzle lunch.

There is also a faction lucky dip at each assembly. All collected Faction Tokens are placed in the "Lucky Dip Bag" and three to five tokens are drawn at each assembly. The lucky winners have an opportunity to select a prize from the box in Mrs Martin's office.

##### **4.6.3 Early Recess Reward**

Students who have not had a Time Out / Detention / Buddy Class visit each fortnight are eligible to go to early recess at 10.15am on even week Fridays. The Principal and Deputy supervise these students until normal recess time when Duty Teachers take over. Teachers supervise any students who are not eligible. All students start afresh at the beginning of the 2-week period.

##### **4.6.4 Brilliantly Behaved Kids Party (BBK)**

Each class teacher nominates two students per term for outstanding behaviour. Sometimes children in this category will slip under the radar of normal classroom behaviour management plan purely because of their continued positive approach to the learning environment. These students attend a party at the end of term with the Principal and Deputy and receive a BBK Certificate to commemorate the achievement. Children can be nominated more than once for this programme.



#### 4.6.5 Merit Certificates

The classroom teachers give Merit Awards to students at assemblies for recognition of good behaviour and effort. In addition to being recognised by the whole school at Assemblies the names of the Certificate winners are communicated in the school newsletter.

#### 4.6.6 Cleanest Classroom Competition - Golden Broom Award (CCC)

The CCC competition is conducted in between Assemblies. Year 6 Leaders check the cleanliness of areas outside of classrooms. They award points for tidiness of bags and cleanliness of the verandah surrounding the classrooms.

The winning class, with the highest amount of points, is awarded the "Golden Broom" which they hold until the next assembly.

#### 4.6.7 Aussie of the Month

Staff, students and parents may nominate students for the Aussie of the Month Award. Nomination forms are available from the front office. The nominee writes the reason for the nomination and then indicates which of the Bounce Back Values the nomination relates to.

Bounce Back Values are: Honesty; Support & Kindness; Respectfulness; Fairness and Responsibility, Cooperation and Friendliness.

The Aussie of the Month is presented with a certificate and a badge at assembly and all nominees are also recognised.

### 4.7 Social Skills Program – Bounce Back

Increasing numbers of young people struggle through school and life with emotional and social needs that adversely affect their learning and personal lives. Bullying, anxiety, depression, youth suicide and substance abuse are major issues. The Bounce Back! Program, which the school has researched and implemented aims to help young people function well, both at school and in life. It provides practical strategies to help them cope with the complexity of their everyday lives and learn how to 'bounce back' when they experience sadness, difficulties, frustrations and challenging times.

Bounce Back covers the key concepts of resilience and wellbeing with age appropriate content in the areas of self knowledge, social awareness and self-management. The core of this Australian program is the **BOUNCE BACK** acronym. This acronym helps children and young people to memorise and recall 10 basic coping statements based around positive self-talk.

- B** Bad times don't last. Things always get better. Stay optimistic.
- O** Other people can help if you talk to them. Get a reality check.
- U** Unhelpful thinking makes you feel more upset. Think again.
- N** Nobody is perfect – not you not others.
- C** Concentrate on the positives (no matter how small) and use laughter.
- E** Everyone experiences sadness, hurt, failure, rejection and setbacks sometimes, not just you. They are a normal part of life. Try not to personalise them.
  
- B** Blame fairly. How much of what happened was due to you, to others and to bad luck or circumstances?
- A** Accept what can't be changed (but try to change what you can change first).
- C** Catastrophising exaggerates your worries. Don't believe the worst possible picture.
- K** Keep things in perspective. It's only part of your life.

We have developed a structure that covers the phases of K-2 (Stars), 3-4 (Champs) and 5-6 (Winners). The Core Values and People Bouncing Back will be covered every year in every grade. The additional values of Courage, Looking on the Bright Side, Emotions, Relationships, Humour and No Bullying will also be covered within each phase.



## 4.8 Bullying Policy

Bullying is defined as **any repeated behavior** that is designed to hurt, intimidate or threaten another person. Elements of bullying behavior may appear as wanting to hurt someone and where the bully gets pleasure from hurting the victim or maybe wanting to feel a sense of power over another person (imbalance of power).

Bullying will not be tolerated under any circumstances by staff and students of Falls Road Primary School and the working environment for students and staff should be safe and free from bullying, harassment or violence of any kind. Both students and staff are educated on all aspects of bullying such as how it affects us and what we can do about it. The way in which the school deals with bullying is reviewed on an annual basis.

Bullying usually fits into 3 distinct categories:

1. Physical Bullying – hitting, pushing, kicking, taking or damaging someone else’s property etc.
2. Verbal Bullying – name calling, teasing, swearing, threatening, discriminating due to race, colour religion, appearance etc.
3. Social Bullying – spreading lies and rumours, exclusion from groups or games, cyber bullying (text messaging, chat forums, Facebook, YouTube etc.)

Students, staff and parents all have responsibilities in dealing with bullying. These are outlined in the table below:

Who	What
Students	Report if they are being bullied or see someone else being bullied.
	Support other students who are being bullied.
	Not be involved in bullying behaviour.
Staff	Model appropriate behaviour at all times.
	Deal with all reported and observed incidences of bullying behaviour.
	Teach students strategies to improve self-esteem and empower themselves.
Parents	Watch for indications that their child may be being bullied. These indications may include: physical injuries like unexplained bruises and scratches, reluctance to go to school, lower academic performance, moodiness, withdrawal, tension and tears after school, talk of hating school, refusal to discuss what’s happening at school, bed wetting, altered sleep patterns or having nightmares, changes in eating habits (such as loss of appetite or overeating), major changes in relationships and friendships with others, getting into trouble more often, and acting out.
	Watch for indications that their child is a bully. These indications may include: aggressive behaviour, cyber bullying on the computer, long phone calls, moodiness, a need for extra money, need to be popular, powerful and in control, rumpled or stained clothing, narcissistic behaviour, low self-esteem, lack of empathy for people or animals, scratches, scrapes and injures.
	Report to staff (preferably their child’s class teacher initially) if their child is being bullied or if they suspect that their child is being bullied or is a bully.
	Instruct their child to report to teachers if they are being bullied.

Falls Road Primary School staff is encouraged to use the “Restorative Justice Practices” approach when dealing with bullying.

<b>Step 1</b>	Find out ‘What Happened’	The teacher should speak to the victim about the bullying behaviour. What happened and who was involved – Define whether incident is repeated behaviour (bullying) or a one-off incident.
<b>Step 2</b>	Explain who has been ‘harmed’ or ‘affected’	The teacher arranges a meeting with all the students involved. This includes any bystanders or allies who saw or joined in, but did not initiate the bullying. Explain to the ‘bully/bullies’ how the victim feels. Try not to allocate blame
<b>Step 3</b>	Share Responsibility	The teacher does not attribute blame, but states that they believe they know who is responsible for the bullying behaviour and that they can do something about it – Explicitly state that bullying behaviour will not be tolerated.
<b>Step 4</b>	What needs to Happen to repair the harm and make things right?	Each member of the group is asked how they think the problem can be resolved. Give responsibility for the problem back to the group and ask them to come up with a solution. Arrange to meet them again later in the week.
<b>Step 5</b>	Meet them again	About a week later, bring the group back together to discuss how things have been going – Actively reinforce positive outcomes



## 5 ACTIVE PARENT INVOLVEMENT AND FUNDRAISING

Falls Road believes its success and community spirit is based on active parent and community involvement. Here are some ways you can be involved.

### 5.1.1 P&C Run Events

The school's P&C coordinate many opportunities to help the school raise funds. Some initiatives are Burger Days, Mother's and Father's Day stalls, Quiz Nights, the Moonlight Markets, Discos, Easter Egg Raffles and Carols by Candlelight are ways in which the school raises money. New ideas are always welcomed. At various times during the school year there are opportunities for you also to donate/bake cakes, biscuits and savory items. In addition flowers are required for Anzac Day. Sometimes your donation of time is just as important as your monetary donation - we are always looking for help.

The P&C also has ongoing commitments for half of the Athletics and Reading Eggs computer programs and the trophies and medallions for the swimming carnival and sports day. They have also committed \$3,000 a year to support the Literacy Pro Independent Reading Program.

### 5.1.2 External Fundraising for the Benefit of the School

Bakers Delight supports our school by providing a portion of funds spent by Falls Road Parents back to our school. You just need to let them know you are from our school when you shop there.

IGA Sanderson Road also supports our school. After you have shopped there, put your receipt into the Falls Road Primary box and IGA will give the school 1% of all our receipts.

In addition you can drop off your old mobile phones and used batteries (no car batteries) to the school office. Proceeds from this recycling benefits the school.

### 5.1.3 Reading Room

The Reading Room is in the Junior Block (next to Room 10) and is organised by parent helpers. Children in Years 1, 2 and 3 have the opportunity to change their home reader daily. Teachers monitor the level and progress of the students. The Reading Room is open from 8:20am - 8:40am each morning. Assisting in the Reading Room is an invaluable way you can help at the school. If you would like to volunteer in the Reading Room please contact the school office.

### 5.1.4 School Banking

Our Commonwealth Bank, School Banking Program helps kids develop good saving habits and gives them the confidence and independence to make sound financial decisions. With hands-on learning experiences, we can help children grow into financially savvy adults.

Every time your child makes a deposit into their savings account at school they receive a silver-coloured Dollarmites token. The tokens can then be redeemed for a range of great Dollarmites reward items. Every year there is an exciting range of rewards to choose. The rewards vary and will be communicated at the start of each school year. These fun and enjoyable rewards are a great way to keep your kids motivated and to demonstrate the value of saving.

The school also receives commissions for each deposit, the financial benefits for the school include:

1. \$5.00 for every account activated through the School Banking program (i.e. for each student who banks through the school's program for the first time)
2. Five per cent of every deposit made at school (up to a maximum of \$10 commission per individual deposit), **or**
3. Minimum commission payment of \$25 per quarter (provided at least one deposit or new account is received from the school per quarter)

Participation in the School Banking Rewards Program is not mandatory. School Banking happens every Wednesday at the school in the undercover area outside of the staffroom from 8.15am until 8.40am and is run by parent volunteers. Please contact the school office if you wish to receive more information.



### 5.1.5 General Donations

Your trash might be our treasure! Kindy, Pre-Primary and the T&E room are always looking for donations of every day household items. These include: dress ups, fabric, magazines, wood, boxes, ribbons, buttons, bottle tops, discs, wool, meat trays, egg cartons. The list is limited only by your imagination. If you have any such items, please leave them at the school office.

### 5.1.6 National / International Fundraising

Falls Road Primary School supports a number of national fundraising days. Participation in these days is purely voluntary. These include Jeans for Genes day, Bandana Day and Sharing a Hills Christmas which is a community based "food drive" for families in the hills less fortunate than others.

## 6 SAFETY

### 6.1 Dogs

As per Department of Education regulations, dogs are not allowed on school grounds. This is for the safety of our students so please don't be offended if you and your dog are asked to leave the school grounds. The school boundaries are Falls Road, Burma Road and Connor Road.

### 6.2 Playground Supervision

During recess and lunch breaks, teachers wear bright fluorescent vests for maximum visibility while on duty to supervise children.

### 6.3 Movement and Transport

#### 6.3.1 School Crossings

The crosswalk on Burma Road is attended between 7:55am and 8:55am and 2:30pm and 3:30pm, (2.20pm and 3:20pm on Tuesdays). To ensure pedestrian safety, children and parents should use this crosswalk in the correct manner.

#### 6.3.2 Riding of Bicycles

Children riding bicycles to school need parental permission and guidance with respect to road safety. Road safety rules state that students under 10 years of age are not permitted to cycle to school on their own. We reinforce this at school. Children should wear helmets to and from school. Children are not permitted to ride their bikes or scooters on school grounds. It is recommended that bikes and scooters be locked to the bike racks as there has been the occasional theft in the past.

#### 6.3.3 Driving and Parking

Increasingly, parents are driving their children to and from school each day. This results in traffic problems around the school and the potential for a child being hurt is very real. Therefore, parents are requested to use the parking facilities around the school in the recommended manner and are reminded that **the staff car park is not to be used to set down and pick up children.**

A number of parents are "dropping off" their children in the vicinity of the school and disregarding the 'No Standing' or 'No Parking' restriction signs. The Shire, in the interest of public safety, and particularly the safety of school children are vigilant in enforcing the parking restrictions. The infringement fines for standing or parking on a footpath, restricted area or verge is currently \$55.00. Shire Rangers will continue to enforce this.

It is also recommended you make your children aware of a designated pick up area in case you are running late at the end of the day.

### 6.4 Fire and Emergency

The following are excerpts from our "Emergency Action Plan" which is available on the school website:



### 6.4.1 Emergency Signal

The Emergency Signal will be one of the following:

Three (3) blasts of the siren OR continuous hooter or continuous hand bell or Three (3) localized whistle blasts.

### 6.4.2 Bushfire

Falls Road Primary School is on the Bushfire Zone Register. Inclusion on this register means that the school may be required to invoke a pre-emptive closure on a day for which a Catastrophic Fire Danger Rating (FDR) has been declared for the Shire of Kalamunda. A catastrophic FDR means that if a fire starts, it is likely to be uncontrollable, unpredictable and fast moving. As soon as we receive advice of this warning we need to contact you, so please have all your contact details up to date as we have set up a SMS system for emergency notifications.

As part of this we, in conjunction with the Department of Education and DFES are continually working on our preparedness in case of a bushfire.

#### **In the event of a bushfire:**

On hearing Emergency Signal, listen for information regarding the direction of the fire, conduct the Emergency Drill.

Emergency Drill

1. Move into identified safe haven as per appropriate plan relevant to the direction the fire is approaching from. Some classes do not have to move
2. Pre Primary and Kindergarten remain in own rooms.
3. Children kept indoors and seated.
4. Air conditioning fan off / water on.
5. Close doors and windows.
6. Wait for further advice from Incident Manager on decision to stay or go and subsequent Relocation/Evacuation procedures.
7. If relocating or evacuating, do it sooner rather than later.
8. Class registers to be at hand.
9. Support teachers escort students to Safer Location Point where class teacher assumes responsibility of students.
10. If localised smoke is imminent, attempt to relocate/evacuate asthmatics, special needs students.
11. Keep landline phone / mobile in Assembly Area free of non-urgent traffic.

Parents are advised to listen to ABC 720 Radio for updates and **they should not come to the school to collect their child/ren**. If the school needs to be evacuated, this information will be provided in the radio updates.

## 7 HEALTH

### 7.1 Accident and Illness Policy

We aim to provide care for sick and injured children within the limits of our resources, until our duty of care can be handed over to a parent or person nominated by the parents or a medical officer. In order for us to do this in a manner to maximise your child's comfort:

1. Please ensure the school has your current contact number.
2. Children's medical records are updated and kept current.

We follow the following procedure in the case of an accident or illness by students:

1. Minor accidents are treated in the sick bay by available staff.
2. Classroom teachers send ill children to the office with a note explaining the situation.
3. We attempt to contact parents and ask them to take children home. Children stay in the sickbay or classroom if parents are unable to be contacted.
4. For major accidents (cuts possibly requiring stitches, shock, broken limbs, suspected head injuries, suspected spinal injuries etc.) we contact the parents.





5. If the parents are unavailable and it is appropriate and we have adequate staff, the child may be transported by a member of the teaching staff to the doctor listed on the enrolment form or to the nearest available doctor.
6. If it is inappropriate to move a child, or we have insufficient staff to transport a child, then an ambulance will be called. Some previous examples where an ambulance has been called:
  - a. Suspected neck or spinal injury and caution dictates not moving them;
  - b. Suffered a severe asthmatic attack or had an anaphylactic reaction.
7. A written report is made by the staff involved.
8. Not all staff are expected to have First Aid training.
9. All medications that needs to be taken at school will not be given unless written instructions have been provided either from the parents / guardians or a general practitioner.
10. Children who are unwell should be kept at home.

## 7.2 Immunisation

Parents have the right not to have their child immunised. Enrolment of unimmunised children can proceed but parents should be advised that during outbreaks of vaccine preventable diseases such as measles, their child may be excluded from school for an extended period of time (WA Health Act 1911).

The School Education Act of 1999 requires parents to provide their child's immunisation records when the child enrolls in school. ([www.austlii.com/au/le.g.is/wa/consol\\_act/sea1999170/s16.html](http://www.austlii.com/au/le.g.is/wa/consol_act/sea1999170/s16.html)). Provision of immunisation records at enrolment is also a requirement of the Department of Education *Student Health Care* policy.

The information detailed below is believed to be accurate with regards to the recommended immunisation program.

4 years	Combined diphtheria tetanus pertussis vaccine (DTP) Sabine vaccine booster Measles/Mumps vaccine
12 – 14 years	Combined diphtheria and tetanus vaccine (ADT)

### 7.2.1 Illness

Parents are advised that students are to be excluded from school if they have the following illnesses and can be re-admitted on the following conditions:

Pediculosis (Head Lice)	When hair has been treated with a hair treatment for head lice.
Chicken Pox, Measles	Medical certificate or 7 days from onset. (Children not immunized must be excluded for 13 days from the last confirmed case of measles.)
German Measles	Medical certificate on subsidence of symptoms.
Diphtheria	Medical certificate for patient and contacts.
Mumps	Medical certificate/14 days from onset if well.
Whooping Cough ("Whoop")	Medical certificate or 4 weeks from onset of "whoop".

Information about other diseases is available from the School Office or the Health Department.

## 7.3 Asthma

The school is an asthma friendly school and as such has in place policies specific to asthma prone students. Parents are asked to provide with the school enrolment an Asthma Management & Emergency Response Plan signed by the Doctor.

All students with defined medical needs have a Medical Emergency Plan.

This is communicated to staff and is displayed on the board in the staff room.

A picture of the students and a summary of their medical need and plan is included in the Duty Bags along with an Epi-Pen which teachers take on duty with them.

The following Asthma Plan is used to treat students with Asthma.



<b>Asthma First Aid</b>		
	<b>Do What</b>	<b>Be What</b>
1.	Sit Person Upright	Be calm and reassuring Do not leave them alone
2.	Give Medication	Shake the blue reliever puffer Use a spacer if you have one Give 4 separate puffs into the spacer Take 4 breaths from the spacer after each puff
3.	Wait 4 Minutes	If there is no improvement, repeat step 2
4.	Still No Improvement? Dial 000	Tell the operator the person is having an asthma attack. Keep giving 4 puffs every 4 minutes while you wait for emergency assistance
Call emergency assistance immediately (Dial 000) if the person's asthma suddenly becomes worse.		

## 7.4 Nut Allergies

Falls Road Primary is not a nut free school. Instead we educate staff and students on good hygiene habits; a "no sharing food" policy is in place in dealing with those with nut allergies. All staff are made aware of nut allergies and are trained in the use of an EpiPen. An EpiPen is carried with all duty teachers.

## 7.5 Head Lice

Head lice are a reoccurring problem in primary school students. Checking your child's hair regularly for symptoms will make it easier for you to treat and manage if required. Treatments are available from your local pharmacy and are easy to apply. Symptoms include:

General	Child scratching his/her head excessively.
On Pillows	Fine black powder or pale coloured material.
In the Hair	Signs of lice or eggs (nits), cream or coffee coloured specks close to hair roots.
Lice	Small white or greyish parasites the approximate size of a pinhead.

## 8 ACADEMIC WORK

### 8.1. Australian Curriculum

All Australian Schools now deliver an agreed curriculum for each year level from Pre Primary to Year 10.

Western Australia is implementing the first 4 stage one curricula of English, Mathematics, Science and Humanities and Social Sciences. Further curriculum areas ie Arts, are under development.

### 8.2 Homework Policy

Homework policies will be discussed at teacher/parent meetings held early in Term 1. Setting excessive amounts of homework does not offer a child an advantage over other students; it will in fact develop negative attitudes as the child continues through school. It has been agreed that the maximum time for homework should be:

<b>Year</b>	<b>How Long</b>	<b>How Often</b>	<b>Examples</b>
K and PP			Less formal nature. May include age appropriate home reading or literacy activities, Mathletics, simple Mathematics games, reinforcing of appropriate spelling words or reinforcing of appropriate basic number facts.
1 - 3	15 mins	Four nights per week.	Less formal nature. May include age appropriate home reading or literacy activities, Mathletics, simple Mathematics games, reinforcing of appropriate spelling words or reinforcing of appropriate basic number facts.
4 - 6	2 hours Up to 30 mins	Per week. For each of four nights	More formalised and involved. A range of activities consistent with this policy.





Set homework will not necessarily be marked but sighted by the teacher. It may involve reinforcing of basic number facts, literacy activities, completion of class work, or work related to class themes including research where appropriate.

### **8.3 Pupil Assessment and Testing**

Teachers vary in their teaching strategies but all are in agreement as to the essential role of assessment and analysis. To this end, teachers evaluate the children's performance on a regular basis and provide parents and children with feedback as to their progress. State and National assessments such as NAPLAN and On Entry Assessment support this evaluation. Analysis of this data provides a sound basis for monitoring, reporting and individual child planning. We will continue the process of assessment and analysis at the beginning and end of the year to gauge student progress.

Parent interviews are held around the middle of Term 1 to provide information on how the students have started the year. In Term 3 the Interviews are based on Teacher requests and parent requests. Not all parents will need to attend these interviews.

#### **8.3.1 The National Assessment Program – Literacy and Numeracy (NAPLAN)**

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

1. Reading
2. Writing
3. Language Conventions (spelling, grammar and punctuation)
4. Numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

We also test our Year 4 and Year 6 students each year on their previous year's test to monitor their progress. Parents are provided with the child's results late in term 3 or early in term 4 depending on when they are received from the Department.

Parents receive two formal reports, one in the middle and one at the end of the year.

#### **8.3.2 Lesmurdie Extension and Acceleration Programme (LEAP Testing)**

Year 6 students are able to sit the Lesmurdie Senior High School test for the Lesmurdie Extension and Acceleration Programme (LEAP). The students are tested each year by staff from Lesmurdie Senior High School at Falls Road and successful students are offered a place in the program when they start high school in Year 7

### **8.4 Learning Outcomes - Expectations**

This year we're focusing on students knowing their Basic Facts/Tables. This can also form part of homework as the Target in our School Development Plan is that 85% of students at Year 2 will know their 1, 2, 5 and 10 times tables. Year 3 will know their 3 and 4 times tables and Year 4 will know the remaining tables from the 6, 7, 8 and 9 times tables.

### **8.5 School Facilities**

#### **8.5.1 Library Resource Centre**

Children are encouraged to become a regular user of the library as this assists the child's all-round development. We require that children protect their library books by placing them in a bag designed for this purpose. Children may only borrow books if they have a bag.



Book exchange days vary from class to class and is available for all students in Kindy to Year 6. Please check the day with your child's teacher. Books are borrowed on a weekly basis.

We are very happy to receive donations of books to our Library. A small card is included inside the front cover recognising the person who has donated the book.

In previous years we had a major focus in increasing the number of books in our Library and purchased \$6,000 of new books. This included recommendations from staff, students and a Library Specialist. We also purchased all of the books on the Children's Book Council of Australia's 2013 Short List, the 2013 West Australian Young Readers Books Awards and books to support the implementation of the new History Curriculum. We will continue to purchase additional books in 2017.

In 2015/2016 the P&C supported the school to establish the Literacy Pro independent reading program for Years 3-6. They have committed to contributing \$3,000 a year to support this.

### **8.5.2 Internet**

Connection of the Internet is available to all classes. The school has developed 2 Computer Labs, one in the Senior Block and one in the Junior Block.

The school has an Internet policy governing student use of the Internet. A consent form, as part of enrolment, is given to parents for the approval of their child's image and name to be used in various forms of media publication. This consent form applies to all students in Years PP-6 and is to be signed by the student, parent/guardian and the teacher.

The internet policy requires students to agree to the following terms when using the internet within the school:

1. I will not misuse or mistreat the school computers and will report any damage immediately to the class teacher.
2. I will not knowingly access inappropriate material.
3. I will not send e-mail messages without a teacher's permission.
4. I will not give my own name and address to anyone on the Internet without my teacher's permission.
5. I will only use the Internet with a teacher's permission.
6. I will at all times be courteous to others on the Internet.
7. I will use my time on the Internet wisely so that others wishing to use it are not kept waiting for any length of time.
8. I will not copy work of others and claim it as mine and I will correctly reference the source of any material used from the Internet.
9. I will not download videos, games or music.
10. I will not access chat lines or bulletin boards.
11. I will not use discs brought from outside the school in the school's computers.
12. I will not access any other persons' folders/information.

A copy of this policy and agreement is available on our website.

## **9 ENRICHMENT ACTIVITIES**

### **9.1 Primary Extension and Challenge Centre (PEAC)**

Children in Years 5-6 are eligible to attend. Testing of Year 4 students is carried out in the preceding year. Parents are responsible for transporting children to and from PEAC sessions and all PEAC students must still meet classroom curriculum requirements.



## **9.2 Specialist Education Programs**

### **9.2.1 Art**

When: Monday and Tuesday

Teacher: Mrs Dupont

The Art program at Falls Road Primary School is based on the current Visual Arts Curriculum. A focus is placed on the students learning the skills, techniques and processes to allow them to express their creativity. There is a deliberate attempt to manage a balance between products and process, whilst exposing students to a wide range of art forms and media. While students are aware of behavioural expectations, it is considered a priority to create a relaxed atmosphere in the Art Program in which the students feel comfortable to take educational and artistic risks. The program has an 'open door policy' in which parents and families are invited to become involved through volunteering time, skills and ideas. In past years we have had an Art Exhibition which displays some of the students' best work. All family members are encouraged to attend.

### **9.2.2 Music**

When: Thursday and Friday

Teacher: Ms Johnston

Our Music program caters for all students in Years 1 - 6 and is based on a very hands-on learning approach. The Junior students explore their music through singing, movement and percussion playing while the Senior students learn to read, write and play music using a variety of tuned and non-tuned percussion instruments as well as keyboards and ukuleles. Students in Years 4 - 6 are invited to join the Senior Choir and perform on several occasions throughout the year such as Massed Choir at Winthrop Hall, WA Government Schools Musical Society at the Crown Perth, Stirk Fest and our very own Carols by Candlelight. Selected Year 5 and 6 students are also offered an opportunity to learn clarinet, flute or guitar through the School of Instrumental Music program. If you have any questions regarding the Choir or the Instrumental Music program please contact Ms Johnston.

### **9.2.3 Physical Education (PE)**

When: Tuesday, Thursday and Friday

Teachers: Mr Docherty and Mr Bennett

Falls Road Primary School runs a specialist Physical Education Program 2 days a week for students in Years 1 - 6. In Years 1 - 4 the program focuses on teaching the fundamental movement skills of body management (landing, balancing, twisting, turning etc.), locomotor skills (hopping, jumping, dodging, skipping etc.) and object control (throwing, catching, kicking, striking, bouncing and dribbling) using hands/feet or racquets. The Year 5 and 6 program focuses on hand/eye skill development and applying these skills to game situations across a number of sports. Both programs aim to highlight the enjoyment of participating in physical activity whilst also developing a range of skills. Students will be tested on these aspects of the program. The PE program is complemented by fitness sessions run in classes throughout the school.

### **9.2.4 Languages Other Than English (LOTE) - Italian**

When: Wednesday

Teacher: Mrs Schubert

At Falls Road Primary School, the LOTE language is Italian where the students in Years 3 - 6 have the opportunity to be involved in Italian lessons. Signora Schubert who is a specialist LOTE teacher in Italian runs this program. The program is a mixture of oral and written activities.



### **9.2.5 Dancing**

When: Term 1 and Term 4

Years: Preprimary – Year 6

Cost: See Contributions and Charges

This activity is strongly supported by the children, parents and staff and is part of the school curriculum. The outcome for the students is a positive attitude to the fun and health derived from dance and hopefully a lifelong ability to readily socialize when the opportunity arises. There is a charge for these lessons.

At the end of the dance lessons for students from Preprimary to Year 5, there is a school social where the students dress up and show off their new found skills. This is held at the St Brigid's College Gym towards the end of Term 1. The children are asked to wear "party clothes" and sensible shoes as there is a lot of movement involved in the dances. The students sit in class groups with their teachers. Parents and other family members sit to one side. Year 6 students hold a fundraiser event selling soft drinks, chips and cakes on the night.

For Year 6 students, the students have lessons in Term 4 where they perform their new skills at their Graduation evening in December.

### **9.2.6 In-Term Swimming Classes**

When: Term 2

Years: PP - 6

Where: St Brigid's Secondary Pool

Cost: See Contributions and Charges

All students are encouraged to participate in these swimming lessons. Supervision will be provided for those students who do not attend. We schedule a junior class with an older class to ensure that the students can be catered for in the available pool space. If students are not participating in these classes, parents are to notify the school in writing.

Students will walk to the pool from Falls Road Primary School. This will take approximately 15 - 20 minutes. Falls Road Primary School teachers going to and from the pool will supervise students. A bus will be on standby to transport the students in the event of bad weather.

The Department of Education meets the cost of instruction of in-term classes for all public primary students. The charge is for pool entry and transport.

Parents are welcome to attend but are asked not to assist in helping their child change as it is a good chance for you to provide your child with the opportunity to develop some independence and get changed by themselves. We also ask that parents do not enter the change rooms at the time that the students are changing.

If your child is unable to participate due to health reasons, please let Mr Docherty know as soon as you can.

It is recommended that your child comes to school with their bathers under their school uniform as this assists in getting the children to their lessons on time. We also ask you to pack swimming items (such as towels and underwear) in a separate bag that is easy to carry and access. We also ask that your child has the following items:

1. Water bottle and hat.
2. Be wearing appropriate footwear such as closed in shoes.
3. Have appropriate bathers/swimming attire and a towel. Goggles are useful but not essential.

Information on dates and times will be provided in the Newsletter and in a specific note to parents in addition to a permission slip and medical information.



## **10 OTHER ENRICHMENT ACTIVITIES**

### **10.1 Celebrations**

#### **10.1.1 ANZAC Ceremony**

ANZAC Day is recognised each year. The Year 6 class runs this Ceremony which starts at 1:30pm and is held in the Moonlight Hall. The date is advertised in the Newsletter. This service is a moving event and is very well attended by parents and community members.

#### **10.1.2 Easter Hat Parade**

The Easter Hat Parade is a fun activity which provides a great opportunity for interaction with parents, P&C, students and staff. Kindy and Pre Primary students make hats as part of the curriculum. Years 1 - 6 make hats at home and everyone is expected to participate. The parade is held at 8.40am in the Moonlight Hall and parents and grandparents are encouraged to attend. More details are announced in the school newsletter.

### **10.2 Incursions**

Falls Road Primary School takes part in many enrichment programs supported by the Education Department. Some of these do involve a small cost. These events are usually on a "pay to attend" basis and arrangements are made to cater for those students who do not attend. These are advertised in the newsletter.

#### **10.2.1 First Aid Focus (bi-annual)**

St John's Ambulance Service comes and talks to all students about accidents and First Aid. They learn about things they could do if they or their friends hurt themselves and how to recognise emergency situations. They also learn about important information that they can use in an emergency. Older students learn how to deal with bites and cuts, putting people in to the recovery position, clearing airways and making people comfortable. Parents are welcome to attend. The date of this incursion will be advised in the newsletter.

#### **10.2.2 Constable Care Shows (bi-annual)**

The Constable Care shows are an excellent opportunity to reinforce some really important messages about students and their safety. In the past Pre-Primary to Year 3 students watched a puppet show called 'You Have the Right to Feel Safe' and the Year 4 – 6 students watched an interactive play called 'Screen Name' which highlighted the importance of on-line safety. Both of the shows were extremely good and generated some great discussion in class afterwards. Parents are welcome to attend. The date of this incursion will be advised in the newsletter.

#### **10.2.3 World of Maths Roadshow (bi-annual)**

Numeracy is a compulsory component of our curriculum, and to make numeracy fun and relevant to our students, we arrange for the World of Maths Road Show to visit our school. The World of Maths Road Show is an ideal opportunity for students to see how mathematics is applied to some real life situations.

Students in Pre-Primary – Year 6 are engaged in hands-on activities that cater for all ability levels and probe their problem solving skills. It is a highly engaging session which shows the children that Maths can be fun!

Parents are welcome to attend. The date of this incursion will be advised in the newsletter.

#### **10.2.4 Life Education Mobile Learning Centre (bi-annual)**

Life Education WA is a community-based, independent organisation at the front line of positive and preventative drug and health education. Over 17,000 children take part in their programs each year. Helping young people make informed decisions about drugs and their health is at the heart of the program, which is driven by the popular Life Education mascot Harold the giraffe.

Specialist educators utilising their experience and training work with schools to develop programs to support the provision of best-practice drug education. Sessions are age specific and sequential with written and electronic resources provided to support both students and teachers in the delivery of



ongoing drug education in their classroom. A visit to the mobile Life Education Van facilitates the development of students' knowledge and skills to identify risks and make informed decisions.

Students from Kindergarten to Year 6 get the opportunity to visit the van and participate in a health-based activity. Parents are also able to visit the van. The date of this incursion will be advised in the newsletter.

### **10.3 Awareness**

#### **10.3.1 Book Week**

Book Week is the longest running children's festival in Australia. Every year our school participates in celebrating books and Australian authors and illustrators to highlight the importance of reading.

We focus on encouraging students to dress up as their favourite character from their favourite book or books that the character features in as part of Book Week Parade. The dressed up children will parade and be presented on stage at the assembly and will have an opportunity to tell what their book is and who their character is. In addition the assembly is focused on achievements regarding activities around Book Week. During Book Week the school holds a Book Fair in the Library where students have the opportunity to purchase books; for every book sold the school receives a percentage of the sales. The date of this incursion will be advised in the newsletter.

#### **10.3.2 National Day of Action Against Bullying and Violence**

Our school has registered to be a part of the National Day of Action against Bullying and Violence. Falls Road Primary School is dedicated to creating supportive environments, free from bullying, harassment and violence. By working together we are sending clear messages to young people that bullying and violence, in or outside of school, is not OK at any time. The date of this incursion will be advised in the newsletter.

#### **10.3.3 NAIDOC week**

NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

As NAIDOC Week falls during the July school holidays, the school celebrates NAIDOC Day either before or after those holidays. Teachers organise activities based around Aboriginal / Islander themes and students participate in these in teaching blocks. The date of this incursion will be advised in the newsletter.

#### **10.3.4 Walk to School Day**

Walk to School Day encourages Western Australian children and their families to walk to school as part of Walk to School campaign. The date will be advised in the newsletter.

#### **10.3.5 Ride to School Day**

Ride to School Day is designed to encourage students to be active and achieve their recommended 120 minutes of physical activity per week, as well as explore alternative ways of travelling to school. We encourage students to ride to school on this day. Parents of younger students, especially, are encouraged to ride to school with them on this day. All students who ride a bike/scooter or skate to school on this day will receive a sticker/tattoo. There will also be a prize draw. The date will be advised in the newsletter.

### **10.4 Educational Competitions**

#### **10.4.1 Spelling Bee**

In Term 4 we hold the Falls Road Primary School Spelling Bee. This involves students in Years 1 - 6.

Each student in Years 1 – 6 has the opportunity to get into their year level final of the Spelling Bee. They can do this by getting one of the top 5 scores (or top 3 for split classes) in the class test which will be held in the 2 weeks leading up to the Spelling Bee. All students will be tested on the same list of words for their year group.



The class test will be a written test, but the Spelling Bee Final will be an oral test. It will follow the format shown below:

- Students will have to spell the word orally and will not be allowed to write the word down.
- The word will be said, put into a sentence and then said again. E.g. Spell PERFECT - The gymnast did a PERFECT somersault – PERFECT.
- Students will be able to stop and start again, but when they say the word after spelling it, this will be accepted as their answer.
- If the judge/s are unsure of what they have heard, they will ask the student to repeat the spelling of the word.

The Spelling Bee finals will be held in the Moonlight Hall, normally following an assembly. The finals are held in front of their year group peers. Parents are welcome to attend and detailed times and information are provided closer to the event.

#### **10.4.2 Poetry Eisteddfod**

The Poetry Eisteddfod competition is held in Term 4. The date will be advised in the newsletter.

Children are asked to learn a poem.

- Years 1 - 6 will recite a poem;

Poems can be selected from a collection at school or poems you may have at home. Your child is asked to learn this poem by heart and practise delivering their talk for delivery to their class. Class competitions will take place in Week 6 and finals will take place in Week 7.

How Can Parents Help?

- You can help your child select a suitable poem or talk topic.
- You can listen to your child practice their poem or talk (help, prompt if they are still learning).
- You can offer to help your class teacher by listening to a few children at school recite their poems or practise their talk.

In week 6, every student in the class will be asked to recite their poem and give their talk to the class. The top 3 poetry recitals and/or prepared talks will then go on to a Junior and Senior Finals which will take place on Friday, Week 7. First, second and third place getters (junior and senior) will perform their poems or give their talk at the assembly in Week 8.

Judges will be looking for the following things:

- Expression in the poem, reading or talk - students should try to speak with variations of volume (loud and soft) and pitch (high and low) and how clearly the poem is said.
- Stance of the speaker: we encourage students to stand up straight; not fidget and to look at the audience.
- Interest level of the poem/talk and how it engages the listeners.

#### **10.4.3 Falls Road Factor**

The School Leaders run 'The Falls Road Factor' competition during a lunchtime in December. The date will be advised in the newsletter.

Students can get together to make a dance group, singing group, short routine or even do a solo act. Acts, Songs and Performances must be appropriate!

Nomination forms are available from the office and these must be handed in to Mr Docherty. If we have too many nominations, auditions will be held to select acts. Judges will be the School Leaders.

#### **10.5 Sporting**

Various state sporting teams provide free clinics for various sporting codes. In the past this has included Football, Little Athletics, Cricket and Netball. Parents of the appropriate year groups will be contacted closer to the events.





## 11 SPORT

### 11.1 General

All children take part in Physical Education Classes on a Tuesday, Thursday and Friday. Mr Bennett and Mr Docherty will be teaching these classes. Please ensure your child has suitable footwear and a hat to participate. Students are encouraged to wear their faction shirts on these days.

### 11.2 In-school Carnivals

Students will have the opportunity to compete for their faction in the following events:

Term	Event	Years	Date	Where
1	Swimming	3-6	Term 1	Kalamunda Aquatic Centre
2	Cross Country	1-6	Term 2	Falls Road PS
3	Athletics Field Events	1-6	Term 3	Falls Road PS
	Athletics Track Events	PP-6	Term 3	Falls Road PS

The date of these events will be advised in the newsletter.

#### 11.2.1 Swimming

The Faction Swimming Carnival is for students in Years 3 – 6 and takes place in Term 1 at Kalamunda Aquatic Centre. It is based on a nomination process. Nomination forms are sent home prior to this event. Year 3 students will only compete in the Novelty Events. Parents are welcome to cheer their children on.

#### 11.2.2 Cross-Country

The school's cross-country competition is held for students in Years 1 - 6. The event is held on the school cross-country running track. This track starts on the school oval and then goes around the perimeter of the school grounds.

Students are required to wear their faction uniform, have a hat, water bottle and sunscreen and wear appropriate footwear for running.

Year Group	Approximate Time	Distance Run	Ribbons for Finishes	Interschool Representative
1-3	Events are organised closer to the day and information is published on the website and in the newsletter	500 m	1 - 4	-
4		1000 m	1 - 4	First 5 Finishers
5		1500 m	1 - 4	First 5 Finishers
6		2000 m	1 - 4	First 5 Finishers

Awards are presented at a special assembly to recognise these students. The date for this event will be notified in the newsletter and/or Term Planner.

#### 11.2.3 Athletics

Athletics Practice happens in the weeks leading up to the Athletics carnival and students in Years 1 to 6 participate. Students practise their skills across a range of games and athletics skills in preparation for the carnival in Term 3.

Students practise in Year 1 - 3 faction groups and Year 4 - 6 faction groups. Students are encouraged to wear their faction t-shirt on practice days throughout Term 3 as well as the other days they have Physical Education.

Each week the students focus on an event group such as running, team games and jumps and throws and the faction teachers record their efforts.

Family members are encouraged to come cheer their children on at the Faction Carnival. For Years 1 - 6 finishing places 1 - 4 will receive ribbons as well as a photo opportunity on the podium.

In Kindy and Pre Primary the focus is on participation and participation ribbons will be awarded.





Due to time constraints and numbers in each year level, not all students get to participate in all of the events on the carnival days. This applies specifically to the long distance event. Students get selected for this event based on their performance at faction training.

Students will get the opportunity to take part in:

1. A sprint race
2. Long jump and/or Triple jump
3. Throwing Event
4. At least 2 team games

The field events take place in the week leading up to the track events held on Friday. These events are run to fit in with the normal timetable on that day and more information is available closer to the time.

The track events are held Term 3. The long distance events, followed by sprints, team games and the relay events are then run. Again, a detailed schedule will be available closer to the date.

If the weather is deemed to be unsuitable the carnival will be rescheduled for another day.

As a general guideline the events will take place as outlined below. This information may change at the last minute so please check newsletters for updates and use this information as a guide only.

Day	Approximate Time	Year	Event
Monday - Thursday	Times are organised closer to the event and information is published on the website and in the newsletter	Years 1 - 6	Long Jump, Triple Jump & Turbo Javelin
			Long Jump, Triple Jump & Turbo Javelin
			Long Jump, Triple Jump & Turbo Javelin
			Long Jump, Ball Throw
			Long Jump, Ball Throw
			Long Jump, Turbo Javelin
			Completion of Events if required
Friday	9:00 am	Years 1 - 6	Long Distance Events (100m - 800m) Sprint Events (60m - 100m): Division 1, then Division 2 for each year grade.
	10:25am – 11.20am	Kindy - Pre-Primary	Sprint (60m) Sack Races
	11:00am - 11:20am	Recess	
	11:20am - 12:15pm	Years 1 - 6	Flag Relay
			Circle Ball
			Leader Ball
			Tunnel Ball
	12:15pm - 1:15pm	Lunch Break	
	1.15pm - finish		4 x 60m relay
			4 x 80m relay
4 x 100m relay			
Grand Relay x 50m			
Leaderball			
	Presentations		

Students who have parent supervision are able to go home once the event has been completed. Students who do not have parent supervision will be supervised by their classroom teaches until 3:00pm

Parent helpers are also required on the day; this includes helping in giving ribbons to place getters. If you are able to help out, please contact the school office.



### 11.3 Interschool Carnivals

Successful students from the school carnivals will have the opportunity to take part in the Stirk Interschool Carnivals. All children participating in Interschool Carnivals are asked to be wearing full school uniform (Jade Shirt), have appropriate footwear and water bottle, hat and sunscreen. Teachers from Falls Road Primary School will supervise all students. More detailed information regarding participation will be sent out in a newsletter.

Event	Years	Term	Date
Swimming	4 - 6	1	Term 1 at Bilgoman Pool
Cross Country	2 – 6	2	Term 2 at Kalamunda Primary School
Athletics Track and Field Events	1 – 6	4	Term 4 at Walliston Primary School

The dates of these events will be advised in the Term Planner and/or newsletter.

#### Stirk Schools

Falls Road, Gooseberry Hill, Kalamunda, Lesmurdie, Maida Vale and Walliston Primary Schools.

#### Interschool Carnival Selection

The individual participants for the Interschool Carnivals are usually chosen from the place getters in order from the Faction Carnival.

Exceptions to this rule are:

- If a student is unable to compete in the Faction Carnival due to illness, injury or reasonable absence from school, they will be given an opportunity to try out for individual events.
- If a student who is 3<sup>rd</sup> or 4<sup>th</sup> at the carnival consistently out performs the 1<sup>st</sup> or 2<sup>nd</sup> place getter in training, they will be given an opportunity to either jump off/throw off or race against the previously selected student.
- If the selected student is sick or injured on the day of the carnival, they will be replaced by the reserve.

The Year 3 -6 team game participants for the Interschool Carnival (specifically athletics) are chosen through lunchtime training. A squad of students is selected for each year level and gender and they are given an opportunity to try out for the teams. The teams are chosen based on this practice/training.

The Year 1/2 teams are chosen from the sprint place getters from the Faction Carnival.

Exceptions to this rule are:

- If a student is unable to compete in the Faction Carnival due to illness, injury or reasonable absence from school, they will be given an opportunity to try out for the team events.

#### 11.3.1 Eagles and Fever Cup

The Eagles and Fever Cup name comes from the WA representative teams for the sports of Football and Netball: West Coast Eagles(football) and the Perth Fever (netball). The Eagles and Fever Cup are held in Term 2. Year 5 and 6 students play against other Stirk schools. The sports involved are football and netball. These events are held at Ray Owen Sports Centre in Lesmurdie and there is a charge for these excursions.

#### 11.3.2 Lightning Carnivals

The following is a summary of lightning carnivals that the school participates in.

Year Group	Date	Cost	Location	Sport
Year 3/4	Term 2	TBA	Ray Owen Sports Centre in Lesmurdie	Soccer and Netball
Year 6	Term 1	TBA	Maida Vale Primary School	Cricket
Year 5/6	Term 2	TBA	Ray Owen Reserve	Eagles/Fever Cup

The dates of these events will be advised in the newsletter.



## 12 SUPPORT SERVICES

### 12.1 Speech Pathologists

The Speech Pathology Program continues this year. Final year Speech Pathology students from Edith Cowan University under the supervision of their Supervisor screen the Kindergarten students and develop intervention plans as required. After identifying students that need extra attention they develop resources for the classroom and for parents to use at home to support the work being done at school. They also follow up with students in Pre Primary to monitor their progress and provide a summary report to the teachers and the Principal.

Meetings to provide information on the Screening Report and planned intervention with Kindergarten parents are held in Term 2 and for next year's prospective Kindergarten parents in Term 3 at the school.

### 12.2 Community Health Services

The community Health Nurse will visit the school monthly (when possible) to deal with routine matters as well as specialist referrals. School Health screenings are applied as follows:

Kindergarten and Pre-Primary	Vision and hearing
Year 1	Vision and hearing re-checks.

### 12.3 School Psychologist

A school psychologist visits this school one day per fortnight. This professionally trained member of staff assists parents and teachers in planning strategies to help children overcome identified behaviour and/or learning difficulties. This School Psychologist is available by appointment, to consult with parents who require advice and assistance. Appointments with the school psychologist must be made through the school administration team.

### 12.4 Dental Therapy Centre

Telephone: 9293 2801

This free service operates at Kalamunda Primary School, Heath Road, Kalamunda. Its purpose is to provide a continuous preventative dental service for each enrolled child.

Appointments are made by the Centre with an appointment card being sent home with students through the school.

The Dental Therapy Centre also conducts dental screening for students in Pre Primary, Years 3 and 6.

This service is available throughout the year and parents can contact the centre if they would like an appointment for their child / children.



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