Upper Swan Primary School  
*Founded 1905*  

*Our Purpose*  
In conjunction with the family and the wider community, we aim to create a caring, learning environment that gives children an opportunity to develop to their full potential.

*Please Note that Upper Swan Primary is an allergy friendly school*
Welcome to Upper Swan Primary School. Thank you for choosing our school for your child's education. We look forward to building a productive partnership with you as we work together to develop your child's potential. We aim to prepare your child well for their future and develop a strong sense of community that begins with the feeling of belonging to our school community.

This booklet provides parents and students with information regarding Upper Swan Primary School. We hope that the policy and procedures outlined in the document promote communication and strengthen links between your home and our school. We value parents as partners in education and encourage all parents to become actively involved with the education of your children.

Upper Swan Primary School is steeped in the history of the Swan Valley with many of the original families having sent several generations of children to the school. In 2005 the school celebrated its centenary. The school’s entrance, through an avenue of deciduous trees and personalised paving bricks highlighting the family history of many of our past students, draws the eye of many prospective parents.

Although an historical school, the buildings are all recent. The school consists of five main buildings. The Administration, staffroom and library were built in 1992. The senior block with its five classrooms and unique structure was built in the 1970s. The junior block was built in 2003. It has seven classrooms, a central multi-purpose activity area, teachers’ work room and purpose built Art room. The school's building program has continued into 2006 with an extension to the covered assembly area as well as a bitumen parking area for staff.

In 2009 major road works have been completed on Great Northern Highway and the school access road to improve safety and traffic flow. In the second half of 2009 Commonwealth funding will pay for surfacing the parent car park, building shade over two adventure playgrounds and increasing the electricity supply to the main teaching areas. In 2011 three permanent early childhood rooms opened to house most of our Pre Primary and Kindergarten students. The undercover area was also upgraded.

Stephen Green
Principal
December 2014
INDEX

ASSESSMENT AND REPORTING ................................................................. 7
ASSEMBLIES ...................................................................................... 7
AWARDS ............................................................................................. 7
BICYCLES ......................................................................................... 10
BOOKS, EQUIPMENT AND STATIONERY ......................................... 8
BUS SERVICES .................................................................................. 1
CHARGES AND CONTRIBUTIONS .................................................... 8
CLASS MEETINGS ........................................................................... 11
CONTACT INFORMATION ................................................................. 1
EXCURSIONS AND INCURSIONS ....................................................... 8
FOOTWEAR ...................................................................................... 10
FACTION SYSTEM ............................................................................ 5
INFECTIOUS DISEASES .................................................................... 4
KINDERGARTEN .............................................................................. 2
LIBRARY AND READING BOOK BAG ............................................... 9
LOST PROPERTY ............................................................................. 9
LUNCH FACILITIES ......................................................................... 9
MEDICAL .......................................................................................... 4
MONEY AND VALUABLES ................................................................. 8
MUSIC ............................................................................................... 6
NEWSLETTERS ............................................................................... 7
PARENT AND COMMUNITY INVOLVEMENT ..................................... 10
PHOTO PERMISSION ......................................................................... 9
PHYSICAL EDUCATION ................................................................. 6
PRE-PRIMARY .................................................................................. 2
SCHOOL TIMES ................................................................................ 1
SUPERVISION OF CHILDREN ........................................................... 1
SUPPORT SERVICES .......................................................................... 2
UNIFORMS ....................................................................................... 9

APPENDICES .................................................................................... 12
1. BEHAVIOUR MANAGEMENT POLICY ............................................. 13
2. TRAFFIC CODE – CHILD PICK-UP DRILL ....................................... 14
3. HOMEWORK POLICY ................................................................. 15
4. CLASS PLACEMENT POLICY ......................................................... 16
5. DRESS CODE ............................................................................... 17
6. ALLERGIES ............................................................................... 18
7. COMPLAINTS MANAGEMENT ....................................................... 19
CONTACT INFORMATION

ADDRESS: Upper Swan Primary School
1204 Great Northern Highway
Upper Swan 6069

TELEPHONE: PRIMARY
PRE-PRIMARY 9296 4622
KINDY 9296 4775

FACSIMILE: 9296 4775

SCHOOL TIMES 2014 - PRE PRIMARY TO YEAR 7

MORNING START 8.45 am
MORNING RECESS 10.55am –11.15am
LUNCH BREAK 12.45pm – 1.10pm
SCHOOL ENDS 2.50pm

KINDERGARTEN 8:45 to 2:45

BUS SERVICES
Transperth bus services are available to and from the school for Upper Swan, The Vines, Midland, Millendon, Baskerville, Brigadoon the Henley Brook areas. (Leave at 3.05pm) From 2014 Brigadoon is serviced by the orange school bus service.

SUPERVISION OF CHILDREN
Parents are reminded that the school’s duty of care is assured from the arrival of the first bus until approximately 3.10pm.

Students who arrive early are supervised in the undercover area until 8.30am. They are then released to classrooms to prepare for school. Parents who wish to see teachers before 8.30am are reminded to leave their children in the undercover area before going to see the teacher. Children are not allowed to wander the school grounds before or after school.

STUDENTS ARE ENCOURAGED TO ARRIVE AT SCHOOL FROM 8.30 AM. – NOT BEFORE CHILDREN MAY ONLY ENTER A CLASSROOM WHEN A TEACHER IS PRESENT.
KINDERGARTEN
A kindergarten operates at the school for children who turn four by 30 June of that year. In 2014 children will attend school 2 ½ days per week. Group 1 attends Monday, Wednesday and a ½ day on Friday morning. Group 2 attends Tuesday, Thursday and a ½ day on Friday morning.

A play-based program is offered which incorporates developmentally appropriate activities. At the time of enrolment, the school requires proof of date of birth, the child’s immunisation record, and proof of current residential address (such as a recent utility bill).

There is a separate information booklet specific to parents of kindergarten children.

PRE-PRIMARY
On-site pre-primary classrooms cater for children who turn five by 30 June of that year. Children attend full time Monday to Friday.

Children’s school education is from K – 7. This year is the final time we will offer year 7. Every effort is made to ensure there is continuity in this important early phase of a child’s education. Pre-primary students are involved in “whole of school” activities as appropriate.

SUPPORT SERVICES
Several services to support students are available through the school. These are:

1. School Psychology Service: This service assists schools to improve outcomes for students through the application of specialist counselling and Education Psychology Services to the academic, social, emotional and behavioural needs of children. Currently the school psychologist visits one day per week on Monday. Class teachers should be contacted for referral processes.

2. School Health Services: All children in pre-primary are offered vision and hearing screening through the government Health service. This occurs later in the year after consent forms are sent home for the parents to complete. If you are concerned about your child’s vision, hearing, growth or development and wish for your child to be assessed, please discuss this with the class teacher. A Referral to Community Nurse form then needs to be completed and signed by the parent/guardian prior to any health assessment. All services offered are free.

3. Learning Support Coordinator (LSC)
   The LSC role is part of the Building Inclusive Classrooms initiative of the Department of Education. LSCs build the capacity of teachers to meet the needs of students requiring teaching and learning adjustments. At Upper Swan Primary School the LSC works in liaison with the School Administration, SAER Coordinator, School Psychologist, School Occupational Therapist, Classroom Teachers, Education Assistants, Visiting Teachers, Outside Agencies and Parents to access suitable resources and advice to help develop and provide an inclusive learning environment.

4. Students at Educational Risk
   SAER students are co-ordinated by the SAER team led by the SAER Co-ordinator. The SAER Co-ordinator is responsible for liaising between all the stakeholders in a students’ education to ensure that all individual learning requirements are catered for. The SAER Co-ordinator also maintains a database on which all relevant information on SAER is recorded.
5. **Student Leadership Programme**

Student leadership is an integral part of life at Upper Swan Primary School. Students of all ages are given the opportunity to be involved in making decisions, raising issues of concern and discussing solutions.

**The Student Council** comprises ten year 6 students (five per semester) who are elected by their peers and ten year 7 students (six full time, two per semester) who are appointed after a successful application process.

Student Councillors meet once per week to raise and discuss issues, to organize fundraising events, to carry out various responsibilities throughout the school and to organize competitions and other events.

**Class Meetings** occur in classes from years 4 to 7 on a regular basis.

Fixed agenda items include bus behaviour, virtue of the week and playground behaviour. Other issues are raised by students.

**Peer Mediators** operate at recess and lunch times to assist students who are having minor conflicts and disagreements. Mediators work in pairs and there are three pairs on duty at any one time.

Mediation takes place in the Peer Mediation room located behind the LOTE room.

Peer Mediators are taken from year six and year seven only. They receive two days of training at the start of the year. The Peer Mediators meet once a week to discuss their concerns or raise any relevant issues.

A monthly report is provided to the Principal detailing types of issues dealt with, students involved and help that was given.

The Student Leadership Program at Upper Swan Primary School aims to involve as many students as possible having their say, deciding on solutions and implementing action for positive change. Student Leaders at Upper Swan attend the Young Leader’s Day conference at the beginning of the year as part of their training.

6. **Dental Services:** Free dental treatment is available through the Dental Therapy Clinic located on the grounds of Middle Swan Primary School. Parents will be asked to fill in Dental History Sheets prior to their children being seen.

7. **Chaplain** Mrs Jodie Bertram is our chaplain. She is available from 8:30am to 3:30pm on Wednesdays and Thursdays. Mrs Bertram is available to speak with parents and family members as well as work with students in a counselling role and as a classroom assistant.

Teachers are trained to be experts in the field of education and while they are not experts in fields such as hearing, vision, speech, psychology or occupational therapy they are able to identify students who would benefit from support in these areas.

Please liaise with your child’s teacher if you seek specialist support for your child.
MEDICAL

Children will be treated in case of a medical emergency by the staff member on duty (within the limits of their expertise) and then medical attention will be sought. Please ensure that all data relating to health, emergency contacts and medical practitioner on your child's Admission Card is up to date. There is a specific form pertaining to the administering of medication by teachers. These are available at the School Office. A form needs to be filled in for any medication teachers may be required to administer.

Sick children cannot be left unattended in the medical room. Apart from medical emergencies, our options are:

- contact parents or emergency listing on the enrolment card to collect the child; or
- return the child to the classroom to be supervised by the teacher.

Parents are informed by written note of any first aid administered to a child, that is not of a minor nature (using an ice-pack or giving a band-aide are minor)

INFECTIONOUS DISEASES

**Pediculosis** - (Nits or eggs of head louse). Exclude from school until treatment begun. This is a recurrent and common problem to which no stigma should be attached. It is best tackled at the home level and a pamphlet is available through the school to assist in this. Parents should check children weekly and take the necessary action when required. For more detailed information, get the Department of Health’s free Head Lice Fact Sheet from the school office or on the Internet at [www.health.wa.gov.au/headlice](http://www.health.wa.gov.au/headlice).

**Chicken Pox** - Exclude from school. Child returns 7 days from the appearance of last spots if well, or on the presentation of a Medical Certificate that the child is no longer infectious.

**Hepatitis A** - Exclude child from school until certified by a medical practitioner.

**Measles** - Exclude child from school. Re-admit on medical certificate of recovery or 7 days from appearance of rash.

**NOTE**: All children who have been in contact with a child who has had measles and are not immunised will be excluded from school for up to 13 days.

**Mumps** - Exclude child from school. Re-admit on medical certificate of recovery or 14 days from onset if well.

**Ringworm** - Exclude child from school until treatment commenced or sores covered.

**Rubella** - (German Measles). Exclude child from school. Re-admit on medical certificate of recovery or on complete subsidence of symptoms.

**Whooping Cough** - Exclude child from school. Re-admit on medical certificate or five days after starting antibiotics.

**Impetigo (School Sores)** - Exclude child from school until treatment begun or sores covered with a dressing.

PLEASE NOTE THAT CONTACTS OF ANY OF THESE ABOVE DISEASES ARE NOT EXCLUDED FROM SCHOOL (except for Measles).
THE FACTION (House) SYSTEM

All children belong to a FACTION. These all have historical significance in the district.

The three Factions are:

<table>
<thead>
<tr>
<th>Belhus Faction</th>
<th>Loton Faction</th>
<th>Shaw Faction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Green)</td>
<td>(Blue)</td>
<td>(Gold)</td>
</tr>
</tbody>
</table>

**Belhus Faction** is so named because ‘Belhus’ was the property name of the Barrett Lennard family along West Swan Road (Belhus was also the name of their family home in Essex, England). The family purchased the property in 1897 and have long been associated with the area and the school.

**Loton Faction** has drawn its name from the Loton Family who purchased ‘Belvoir’ Estate from the Shaw family in 1874. The family donated the land the school is built on in 1905 and additional land for the ovals in 1960. Their association with the school has continued for over 100 years with Mr Harold Loton representing the family at the Centenary Ball in 2005.

**Shaw Faction** has been named for the Shaw family who settled the land around the school in 1829 and named it ‘Belvoir’, pronounced Beaver. They were very prominent members of the early settlement and their lives have been chronicled in the book “To Be Heirs Forever” by Dame Mary Durack.

T-shirts bearing the Faction name and insignia are available for purchase from the School Uniform Shop.

To encourage a spirit of healthy competition and team spirit, an ongoing Faction Competition that takes in aspects of sport, academic and cooperative achievement, is conducted through the year.

Winners of the Inter-Faction Athletics Carnival win the “Faction” shield.

All children are placed in a Faction on admission to the school. Whenever possible, children are placed in the same Faction as other family members. However, we need to ensure the number of children in each age group is balanced across the factions.
Every primary school has the option of choosing a specialist teacher to address an area of need. At Upper Swan we have chosen a Physical Education / Music specialist for 2014. This teacher has the specific responsibility for ensuring that the children in years 1-7 have a balanced Physical Education programme. Responsibility for sport also lies with the Specialist. Organised sport is conducted at selected times for the senior and middle primary children. We are also engaged in inter-school activities in this area, with the high points of the year being a Faction athletics carnival, an inter-school athletics carnival, a winter lightning carnival, and a summer carnival. Parent support in these events is encouraged.

Students are expected to wear appropriate foot-wear for Physical Education lessons and Sport activities. When purchasing track shoes please take into consideration the weight and width of the shoes and what they are designed for. Do not be swayed by your child’s ‘need’ for a particular pair of shoes or the salesperson’s pitch. Shoes should be able to be laced up correctly.

The most important underlying question is: Do you think they will meet the needs of your child during school?

Each class has allocated time in the purpose built Art room with a specialist Art teacher. The Art program teaches Art skills, builds self-confidence, self-control and develops an understanding of Art in Australian and international culture.

The school has three specialist programmes run for the year 6 and 7 students and in conjunction with Ellenbrook Secondary College. Students are selected on the basis of a music aptitude test administered towards the end of year 5. There are also a number of after hour’s programmes.

In 2014 all students from years 1 to 7 will participate in one 45 minute session per week with a music specialist. Years 5, 6 and 7 students may volunteer to be selected for the school choir.
ASSESSMENT AND REPORTING

The progress of children is continuously assessed by teachers who use the results to plan for learning experiences. At the beginning of term some teachers hold parent meetings to familiarise parents with class policy procedures. Later in term 1 we close school early for one day to enable teachers to meet individually with teachers to discuss progress.

In term 3 we conduct a learning journey, where the school opens in the early evening. You attend with your children to look through their classroom and see the work they have been doing.

A formal written report for years one to seven is sent home at the end of semester one and two (July and December). Parents with any concerns regarding their children's progress are asked to contact the classroom teacher to organise an interview.

AWARDS

The following awards are made at the end of year Presentation Ceremonies.

1. Awards for Achievement and for Industry and Co-operation on a per room basis.

2. The Year Seven Awards of:
   - Medallion for Excellence
   - Dux
   - Endeavour
   - Citizenship
   - Service to the School
   - Oral Communication
   - Sportsperson
   - Art
   - Virtues
   - Music
   - Maths
   - Science

As year 6 students are graduating this year, they will be in line for some awards as well.

3. Perpetual Faction Trophy Award.

ASSEMBLIES

Assemblies are conducted by the students, with classes and the student council hosting the occasion. Parents and friends are most welcome to attend every second Friday at 8.45am.

NEWSLETTERS

School newsletters are emailed every alternate Tuesday, so please make sure the school administration office has your current email address. If you do not have an email address, hard copies are available from the school office. The P&C also send out The Grapevine newsletter via email. Newsletters are also posted on the school website and facebook page.
CHARGES AND CONTRIBUTIONS
Each year the Department makes available a grant that is spent on resources for the day to day running of the school. There are times, however, when there is a need to provide extras, particularly in the areas of art and craft, sport and other activities to meet individual student needs requiring other equipment to be purchased. Parents are, therefore, asked to pay a nominal amount that helps us to defray these costs. This sum of money is classified as a voluntary contribution and is payable according to the following scale:-

<table>
<thead>
<tr>
<th>Kindergarten to Year Seven</th>
<th>Voluntary Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>One child at school</td>
<td>$50.00 per year</td>
</tr>
<tr>
<td>Two children at school</td>
<td>$100.00 per year</td>
</tr>
<tr>
<td>Three or more children at school</td>
<td>$150.00 per year</td>
</tr>
</tbody>
</table>

A 10% discount applies to voluntary contributions if payment is made before April 1, 2010

P & C Fundraising Contribution $52.00 per family per year

MONEY AND VALUABLES
All money sent to school should be in a sealed yellow envelope provided by the school. The envelope is labelled with a place for your child's name, what the money is for and the amount enclosed and the purpose for which it has been brought to school. This envelope must be placed in the post box outside the entry to the reception area.

Parents are advised that the school has a 'no liability' stand on valuables such as wristwatches, electronic equipment and toys that are lost or damaged if brought to school.

Mobile phones are seen as an item that does not need to be brought to school. Children are not allowed to use them on school premises. They may be handed in at the school office at the start of every day, then collected at the end of the day.

EXCURSIONS AND INCURSIONS
A well-rounded educational programme includes an experiential component. As such every effort is made to invite cultural and educational groups to the school, and to take children on excursions when necessary. There is usually a charge made to cover the cost of these activities.

Major undertakings usually take the form of camps, and the price of these varies with the nature of the undertaking.

BOOKS, EQUIPMENT AND STATIONERY
In order to ensure that a child comes to school fully prepared a recommended book list is issued to each student. The purchase of items on this list is handled by the school and is organised on a bulk purchase basis through one of the reputable booksellers.

It is essential that students come to class fully prepared. Borrowing of other students' equipment is discouraged.
LIBRARY AND READING BOOK BAG
All students are requested to have a Book Bag for library and reading books. Its function is to help protect the books and thereby ensure that maximum economies are achieved. These can be purchased from the Library.

If a student loses a book borrowed from the library, the parent is responsible for the cost of a replacement book.

LOST PROPERTY
You are advised to ensure that every item of clothing is clearly marked with your child's name. In the event of an item being lost, it may be claimed from the school Lost Property Box.

LUNCH FACILITIES
The P&C Association runs a canteen three days per week – Monday, Thursday and Friday. This facility is co-ordinated by a Canteen Manager who is paid by the P&C Association. A roster of volunteer parents to assist with food preparation and serving is prepared each term. You are asked to volunteer so that we can continue to offer this vital service.

From time to time the Canteen organises "special" days - you will be informed via the School Newsletter when they occur.

Our canteen is a green-amber-red canteen and complies with DETWA policies on healthy food choices.

PHOTO PERMISSION
You will be given a ‘photo permission’ sheet to complete seeking your approval to use your child’s photo on the school website, facebook page, in school publications and the year book. Children are only identified by their first name.

UNIFORMS
Upper Swan Primary School has a dress code endorsed by the whole school community, which indicates that all students are expected to wear school uniform. A copy of the dress code is included in this booklet.

Summer Uniform: During summer children wear a red t-shirt with the school emblem on the left-hand side of the chest. Girls wear a royal blue wrap around skirt and boys wear royal blue shorts. Also in summer, as an alternative, parents may wish girls to wear a blue and white checked cotton dress.

Winter Uniform: Track suits are available for order from the P&C Association in school colours, or children may wear a red windcheater or zip up jacket with the school emblem on the left hand side of the chest and royal blue track pants.

N.B. 1. The wearing of HATS in the sun is COMPULSORY in Terms One and Four. These are available in school colours.

2. UNIFORM SHOP: The P&C Association has invested in stocks of uniform items that we hold at the school so that uniforms may be purchased through the uniform coordinator on Tuesday afternoons 2.00pm – 2:30pm and Thursday mornings 8.30am – 9.30am.

A DESIGNATED VOLUNTEER PARENT IS RESPONSIBLE FOR SELLING AND ORDERING UNIFORMS. PRICE LISTS AND ORDER FORMS ARE AVAILABLE FROM THE OFFICE.
FOOTWEAR
All students are expected to wear SAFE footwear. Both sneakers and sandals are regarded as SAFE. Thongs and bare feet are unacceptable. There are several areas in the school where children can sustain injuries to their feet if they are not adequately protected.

Students are expected to wear appropriate foot-wear for Physical Education lessons and Sport activities. When purchasing track shoes please take into consideration the weight and width of the shoes and what they are designed for. Do not be swayed by your child’s ‘need’ for a particular pair of shoes or the sales-person’s pitch. Shoes should be able to be laced up correctly.

The most important underlying question is: Do you think they will meet the needs of your child during school?

BICYCLES
These are to be placed in the bike racks provided for them. No child may play near the bike rack area. No child is permitted to borrow another’s bike.

Children who ride to school are expected to use cycle-ways where provided, wear helmets (which is compulsory) to comply with the road rules and WALK their bikes on school property.

PARENT AND COMMUNITY INVOLVEMENT
Individual concerns or queries are usually resolved at the classroom level by direct contact with the teacher. The office and administrative staff are also available if the class teacher cannot help you.

The earlier you bring concerns to our attention, the easier it is for us to assist you. Car-park chats may help you share a concern, but they rarely resolve them.

Both a P&C Association and a School Council exist at this school to ensure that you are both familiar with the running of the school and are given the opportunity to be involved with decision making.

The SCHOOL COUNCIL is a part of our commitment to creating close cooperation between our school, its parents and our community, to ensure the best possible educational outcomes for students. The School Council enables parents and community members to participate in establishing and reviewing the school’s objectives, priorities and general policy directions. The School Council is consulted in establishing a plan for the school and in monitoring and reporting on the school’s performance in relation to the plan. It also promotes the school in the community and approves charges and contributions.

Our current School Council consists of 8 members. Drawing its membership from:
- Parents (4);
- P & C (1);
- community members (1);
- staff (2); and
- the principal.

Members are elected and parents and community members must form the majority.
### CLASS MEETINGS

Very early in the year you will be invited to meet your child's teacher who will discuss such matters as classroom policy, learning areas and behaviour management.

You are encouraged to visit your child's room and discuss his / her progress with the class teacher. Please organise an appointment with the classroom teacher.

**THE P&C ASSOCIATION MEETS ONCE A MONTH on the second Tuesday at 7.00 pm**

<table>
<thead>
<tr>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>We are always pleased to welcome parents and friends in classrooms and around the school to help with a variety of activities. These include:</td>
</tr>
<tr>
<td>assisting in the classrooms with the language programme (hearing children read in the lower grades);</td>
</tr>
<tr>
<td>reading or telling stories;</td>
</tr>
<tr>
<td>- help in the library with book covering and repairs;</td>
</tr>
<tr>
<td>- help with written expression as proof readers;</td>
</tr>
<tr>
<td>- help in the art and craft programme;</td>
</tr>
<tr>
<td>- help with the sports programme (see relevant section in this booklet);</td>
</tr>
<tr>
<td>- help in the canteen;</td>
</tr>
<tr>
<td>- help in computing – (no specific computing skills required);</td>
</tr>
<tr>
<td>- helping classroom teachers where required.</td>
</tr>
<tr>
<td><strong>PLEASE CONTACT THE CLASSROOM TEACHER IF YOU WOULD LIKE TO HELP.</strong></td>
</tr>
</tbody>
</table>

APPENDICES

1. BEHAVIOUR MANAGEMENT POLICY

2. UPPER SWAN TRAFFIC CODE – CHILD PICK-UP DRILL

3. HOMEWORK POLICY

4. POLICY ON CLASS PLACEMENTS

5. DRESS CODE

6. ALLERGIES

7. COMPLAINTS MANAGEMENT
BEHAVIOUR MANAGEMENT POLICY

Framework for School Policy on Behaviour Management
Leading and supporting behaviour that is responsible in a way that acknowledges
and protects mutual rights

Student Code of
Behaviour
* Emphasis on
Rights,
Responsibilities,
Rules and Routines.

Overall
Aims

Pastoral
Care
* Of Students
* Of Staff

Preferred Practices: Management
* Cooperative learning – anti-bullying.
* 4Rs are basis for management and
discipline
* Non confrontational focus
* Emphasise behaviour as a choice,
behaviour ownership
* Least to Most intrusive management style
* Utilise related consequences
* Develop positive corrective styles
* Promote and support positive behaviour
* Utilise principle of “cooling off time”
* Support dignified use of time out
* Utilise wide collegial support

Classroom Discipline Plan
* Clear classroom rules
* Discipline / welfare goals
* Curriculum considerations (mixed
ability, special needs)
* Seating plans
* Student work requirements and
routines
* A least to most intrusive plan for
corrective intervention
* An exit or time out plan.

School-Wide Duty
of Care Plan
* Playground supervision
* Wet Day Supervision
* Bus supervision
* Excursions
* Out of class incidents
[Balancing managerial and
structural solutions]

School-Wide Consequences
* Degree of seriousness in balance
* Supported use of time out
* Parent contact and support

* Counselling procedures
* Due process for serious behaviours
* Contracting for behavioural change
* Behaviour recovery approaches

* Sanctions
UPPER SWAN TRAFFIC CODE - CHILD PICKUP DRILL

This is an area that requires strict adherence to the rules as set down by this school. Your child's safety or the safety of someone else's child is the central issue here.

A letter to the P&C or School Council is the most appropriate way to raise anomalies. There are more parent and staff cars than bays available.

NO students are allowed to cross any of the driveways within this area. They MUST follow the paths around the outside. An extra 30 seconds walking is preferable to having a child knocked over. Please be aware and make your child follow the school rules.
HOMEWORK POLICY

We recognise that a certain amount of homework is desirable from an educational point of view and is expectation of a majority of parents.

We give homework for the following reasons:

1. to reinforce the home-school learning bond;
2. to reinforce concepts taught in class;
3. to improve through practice;
4. to practise oral reading/basic maths facts;
5. to consolidate work covered during school;
6. to develop independent work habits;
7. to develop the ability to effectively manage time and resources; and
8. to prepare upper school children for the expectations of secondary school.

Homework covers most subjects with Year 1 work being focused on “home reading” through to work from the entire curriculum ranging from science, mathematics, language and spelling in the upper year levels.

In the middle and upper levels children may need to spend time conducting research for classroom based work and the preparation of their final product. These are usually completed over a given period of time with specific time being allocated during school for basic research and note taking. Projects develop both time management skills and research skills.

As a guide it is expected that Year 1 students should attempt 5-10 minutes four or five nights a week, while Year 7 students should be attempting 30-40 minutes four or five nights a week. All levels are adjusted according to these benchmarks.

Generally homework should be seen as consolidation, studying and finishing off work. In cases where a student is unsure of what to do or the parent finds that the child does not know how to do the work, the teacher should be contacted.

It is important that the parent shows interest in what the child is doing and offers encouragement, assistance and praise for work well done.

Additional Support

- Regular use of the local Swan and Mundaring Town libraries with your child choosing books – which will encourage your children to use libraries as another reference point as they get older.
- Regular “tables” (multiplication) games at home.
- Encourage your children to read the newspaper regularly.
- Hear younger children read every night (even five minutes helps) – let them choose the book.
- The school web-site also offers suggestions.
APPENDIX 4

CLASS PLACEMENT POLICY

**INTRODUCTION:** Our school caters for children from Kindergarten through to year 7. The number of classes we form and the amount of children in each class is determined by departmental policy and includes a staffing formula that determines how many teachers we are allocated. We usually have two types of classes.

1. “Straight” classes where all children are in the same year level.
2. “Composite” classes where children are from two year levels: eg Year 2/3

Composite classes are a traditional feature of many Western Australian Primary Schools. They are often formed for strategic educational benefits, but are also done due to operational constraints.

There are many social and academic advantages to be gained for students in composite classes. The development of co-operative behaviour patterns, leadership skills and independent study habits are examples of these advantages. The majority of children selected for composite classes already display the traits of self-discipline, a willingness work cooperatively with others and a degree of independence in work habits.

Educational research indicates that general co-operation, self regulatory behaviour and participation levels all tend to improve in students placed in composite classes. If possible, the number of children in composite classes is kept lower than those in straight classes.

No class, composite or straight, should be viewed as being better than another. Children are placed into classes after due consideration and review of their development in the eight learning areas, with special attention to language and mathematics. It is the policy of this school that current class lists are carefully scrutinised in December before drawing up lists for the following year. New students are placed on lists based on information from their previous school and on class numbers.

The following are the main factors used when working out class placement for all students; but particularly for composite classes:

1) the ability to work with certain peer groups;
2) the ability to work independently;
3) the special academic and social needs of the child;
4) the need to separate some children;
5) class placement in previous years; and
6) the need to have children working at their own level of challenge.

At the end of every year parents are reminded that they can write to the school requesting student placement based on EDUCATIONAL ISSUES; not friendship groups or choice of teacher. Whilst the requests are considered, the final decision is made by the school.

The selection of students for all classes requires background knowledge and time. Our staff commits to doing the very best they can to working out the best class placement for your children. Once these lists are drawn up, we stand by them and children are usually not moved on parent request.

Be assured that we have the best interests of your children at heart and that we will work to ensure that he or she is best placed in a class that will meet their educational needs. Should you require any further information regarding the above, please do not hesitate to contact the school principal who will be happy to elaborate on any of the points raised above.

**Repeating a year level**

Department policy strongly suggests not to repeat students. Current research shows there is no benefit to repeating and that, in fact, the long term effects are detrimental. Parent requests will be given full consideration in consultation with the principal, school psychologist, learning support coordinator and other key staff.
DRESS CODE

Rationale:
Students in Western Australia attending government schools are required to be clean and appropriately dressed for school activities.

Purposes:
1. To foster and enhance the public image of the school.
2. To assist in building school and team spirit.
3. To ensure students are safely dressed for specific school activities.
4. To encourage equity among students.
5. To prepare students to work, as many work places have dress and safety codes.

Broad Guidelines:
1. The development of a dress code is the responsibility of the School Council. Changes to the code will require wide community consultation.
2. The P&C will operate a Uniform Shop at the school for the sale of new uniforms. Second hand uniforms may also be available.
3. Parents and students will be informed of the school’s dress code at the time of enrolment. Acceptance of enrolment at school assumes an agreement between parent/student and the school that the student will dress within the guidelines of the uniform policy.
4. Any grounds for exemption would be revised and agreement reached at this time. Exemptions on religious or health grounds may be issued by the Principal on behalf of the School Council.
5. If the dress code is unacceptable, parents have the right to apply for admission to a school where the dress code reflects that preference.
6. Students not following dress code will receive –
   • Counselling from designated staff member on the benefits of a dress code;
   • Assistance/support to obtain suitable clothing if necessary;
   • A pass for an agreed length of time for dress modification.
7. Make-up and excessive jewellery are not appropriate at school. Students with long hair need to have it tied back for health and safety reasons.

Conclusion:
The Dress Code is subject to regular review.

Summer: Royal blue shorts / skirt Red top
or Girls’ uniform dress

Winter: Royal blue tracksuit pant Red windcheater

Footwear: All students are expected to wear SAFE footwear. Both sneakers and sandals are regarded as SAFE. Thongs and bare feet being unacceptable. There are several areas in the school where children can sustain injuries to their feet if they are not adequately protected.

Note that all children need a hat for outdoor and physical education in Terms 1 and 4. Please ensure that all clothing is marked with student’s name.
ALLERGIES

Rationale: Allergies, especially those that cause anaphylactic shock are becoming more prevalent in society/schools. With these allergies comes a responsibility by the school to put measures in place to support these children and their parents.

Purposes:
1. To meet the needs of these children/parents by developing a safe environment.
2. To make all members of the school community aware of the issues.

Broad Guidelines:
(For 2007 – referring to the Kindy / Pre-Primary area as well as the main school.)

Kindy/Pre Primary
1. Peanuts are banned; items with traces of peanuts are being discouraged (AVOID BRINGING TO SCHOOL). The school has produced a set of guidelines to help parents make decisions on what to and what not to send to school.
2. Anyone (including parents) entering the rooms within the Kindy / Pre-Primary complex will be expected to wash there hands if they intend to touch anything. Kindy / Pre-Primary children have always washed their hands before eating (recess and lunch). They wash their hands at the start of the day (upon entering a room) and before and after eating at recess and lunch.
3. Staff will inspect food containers to make sure that foods with nuts or nut products are removed. In these instances the children will be offered alternatives to eat (fruit, rice crackers etc). Children with products containing traces of nuts and/or have been processed on equipment that also processes nuts will be required to sit away from the anaphylactic children, to eat their food, dispose of wrapping and to wash hands and rinse mouth.
4. The school will purchase stainless steel utensils to stop cross contamination of foods.
5. Children who accidentally bring peanuts or nut products to school will have the food removed and replaced with a substitute (eg. vegemite sandwich from the canteen). Parents who repeatedly send the peanuts or nut product will be contacted by the school administration.

Main School
1. Peanuts and foods containing peanuts or nut products to be banned. Products containing traces of nuts/tree nuts and/or processed on equipment that also processes nuts will be discouraged.
2. The canteen does not sell any peanut items (developed in 2005). Any items with traces of peanuts are listed on the canteen menu stating (traces of peanuts)
3. All cooking etc to be monitored by teachers and EA’s especially the kitchen area of the Junior Block. This is especially important for the after activity cleaning up process.
4. Parents to be made aware of the process as part of the school’s regular newsletter as well as other one off notes.
5. School website to highlight we are an “ALLERGY FRIENDLY” school (concerned about anaphylaxis etc).
6. Children to be reminded by staff and early each term have class discussions about food items brought to school. (Incorporated into class meetings)
7. Other ideas to be incorporated as necessary.
Additional Information
1. Can be found on the internet.
   For example:
   http://www.allergyfacts.org.au
   http://www.healthinsite.gov.au/topics/Anaphylaxis

Conclusion:
2013 is the eighth year the school has become allergy friendly. It is acknowledged that some parents will object to some measures if they impact on their home lives. The school duty is to focus on the safety of students with these allergies.
COMPLAINTS MANAGEMENT

RATIONALE
A school culture that welcomes, encourages and initiates regular two way school-home liaison is one in which healthy problem solving processes can be established and sustained. Clearly defined and operational resolution processes facilitate parents and school personnel to focus on early resolutions to issues and concerns in order to foster and support children’s academic progress, their physical development and social and emotional well being.

PRINCIPLES
- It is recognised that caring parents want ‘the best’ for their children and are therefore entitled and encouraged to raise issues and matters of concern seeking a resolution.
- Issues and concerns raised are to be listened to, taken seriously, responded to and a resolution sought.
- Satisfactory resolutions to issues and matters of concern are more easily found when these are raised early and directly with the person concerned.
- Doing nothing about an issue or concern in the hope that it will go away often results in the problem becoming more complex and more difficult to resolve.
- The problem solving approach is most effective when it:
  - Focuses on the issues and not the people involved;
  - Results in a satisfactory resolution of the problem;
  - Is easy on the nervous system;
  - Doesn’t unintentionally punish a child in the short or long term by making them the scapegoat for unresolved differences between adults;
  - Ensures that a constructive relationship between all involved will be possible in the future; and
  - Helps any child involved to learn something about constructively dealing with problems.

RESOLUTION PROCEDURES
Parents are advised to follow the step by step guide recommended by WACSSO, the peak body representing parents in Western Australia.

Step 1: Get a good grasp of the problem.
Before you visit the school to discuss a problem or concern it pays to do a lot of thinking. Work out what it is that is really bothering you. Be as specific and objective as you can in describing the problem. At this stage, try not to focus too much on solutions. To do so may blinker your thinking and close your mind to any creative strategies that may be discussed later on.

There are three very sound reasons for these actions. First, they help you to be sure that your energy is being directed at the real problem and not just a symptom of it. Secondly, they help you to decide whether or not an approach to the school is warranted. Thirdly, an objective, well ordered approach encourages other people to be cooperative. Shooting from the hip encourages deceptiveness.

Step 2: Arrange an interview with the class teacher. Your problems and concerns deserve more than a few hurried words before the bell goes, so make an appointment for a time which suits both you and the classroom teacher. Aim for a time when you know you will be relatively free of time constraints and when you won’t have a pre-schooler in tow. It pays to mention the reason why you want the appointment. Not only is it a courteous thing to do, it also promotes efficient use of valuable discussion time by giving the teacher an opportunity to prepare for the meeting the same way that you have.

Step 3: Discuss what is bothering you. You are meeting with your child’s teacher because you have identified a problem which can best be solved through his/her active involvement. The teacher’s cooperation will be most readily available when your facts are correct, your manner is at least civil, and you show your willingness to be part of the solution.
Here are a few suggestions that will help you to keep on the right track when talking to your child’s teacher:

- Don’t leave the teacher guessing by talking at length about something irrelevant. Observe social niceties by all means, but remember the real purpose of your visit. A friendly, relaxed, but business-like manner will work best.
- State your problems or concerns calmly using the specific and objective language you used in Step 1 to define the problem.
- Show that you want to be part of the solution for example, “I’m very concerned about Dora’s poor test results in spelling. What do you think can be done about it?”.
- Work at staying calm and objective throughout the meeting. This can be very hard to do when the welfare of your child is involved but losing your temper does nothing to develop cooperation and creative problem solving.
- Listen at least as much as you talk. It is the people who listen who are most likely to learn something new.
- Keep an open mind. If you reject information or suggestions too readily, you may be throwing away part of the solution to the problem.
- Expect to compromise. Compromise is not a sign of weakness; it is a sign that you have come to a sensible give and take arrangement.
- Summarise agreed action. This helps to ensure that important agreements will not be forgotten. It also helps to ensure that you and the teacher understand important points in the same way.
- Arrange a follow up meeting if necessary.

**Step 4: Follow through on agreed actions.** How you follow up on a meeting with your child’s classroom teacher depends very much on what was discussed and agreed to at the meeting.

*eg*

- Listen to your child read or reading to your child
- Invite other children home more often
- Help your child to develop more efficient work habits.