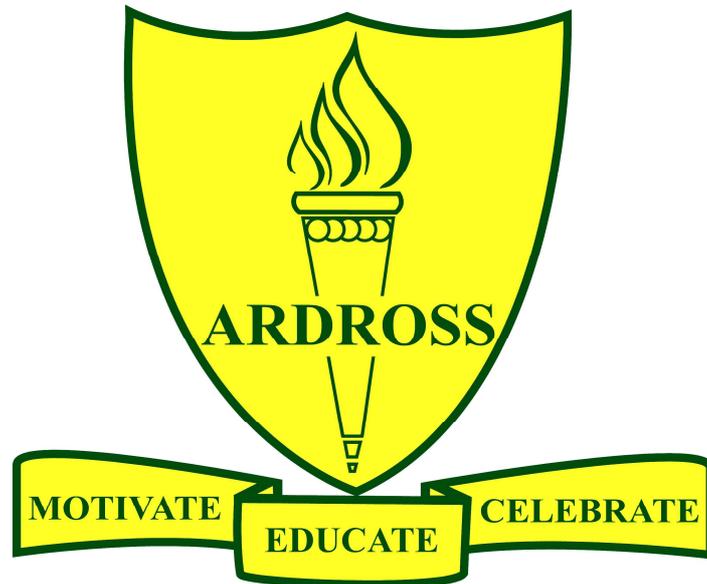


Ardross Primary



An Independent Public School

At Ardross Primary School we strive to support and develop enthusiastic students and instil in them a love of learning to help them reach their potential, both socially and academically and embrace and adapt to a changing world.

We aim to accomplish this through:-

- ✓ supporting a dedicated and capable staff;
- ✓ maintaining a welcoming and supportive school community;
- ✓ developing a collaborative environment for all;
- ✓ providing a diverse, inclusive and innovative curriculum; and
- ✓ developing and maintaining contemporary resources and facilities.

Information Booklet

2016

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1. INTRODUCTION

A *warm welcome* is extended to all families, old and new who will be attending Ardross Primary School in 2016. We hope that you and your child/children will enjoy your involvement with our school and be able to contribute positively to our school community. We value this partnership as essential to shaping a positive approach to schooling.

Ardross Primary School continues to achieve outstanding results in both the academic and social domains. We have built on our reputation as a happy and enthusiastic primary school, catering for the needs of our students and the community.

2016 sees the continuation of our journey as an Independent Public School. Late 2014 we were reviewed by an independent panel from the Department of Education Services and received an outstanding report that commended our school for:

- The significant strength in key curriculum areas (English, Mathematics and Science) producing above average results in comparison to State, Australian and like schools.
- The development of a school culture and vision that clearly promotes student learning.
- The provision of a positive and supportive learning environment.
- The strong school leadership team that actively oversees the performance of all facets of the school and is a significant factor in ensuring school improvement by fostering continuous improvement through collaboration and distributed leadership.
- The staff's efforts to improve and maintain learning for all by provision of a multitude of curriculum offerings, particularly the sustainability and River Rangers programs, which allow all students to achieve their potential through exceptional levels of engagement.
- The inclusive student needs-centred culture which characterises the school's ethos and manifests itself in pastoral care strategies that create a positive socio-emotional environment conducive to learning and supportive of students at educational risk.
- Well established and comprehensive processes and strategies for effective communication with parents.
- The development of successful change management processes.
- The development of and participation in numerous partnerships that have established a strong collegial culture and engaged all staff in the pursuit of excellence in teaching and learning.

The full report can be found on the Department of Education Website for Ardross Primary School.

This information handbook is designed to help familiarise you with aspects of the school organisation and procedures. We suggest you retain it for future reference. Please do not hesitate to enquire if we can be of any further assistance.

I look forward to meeting and working with you throughout the 2016 school year.

Yours sincerely

Andrew Holmes
Principal

School Background

Ardross is nestled between Applecross, Mt Pleasant and Booragoon with a catchment area of predominantly professional and business families. The school opened in 1961 with four classrooms and 119 students and has varied in size up to 600, however in recent times it has been around 400 primary students. Ardross Primary School is classified as a Level 5 school, with over 400 students from Kindergarten to Year 6 enrolled for the start of 2016. The school is situated on the same campus as Applecross Senior High School with the majority of students eligible through local intake progressing to the Senior High School. Many continue their outstanding progress in the primary years by also excelling in Years 7-12. The school commands a healthy respect in the local community and has a reputation for providing high quality and enjoyable educational experiences and being supportive of all students' needs.

Staffing Profile

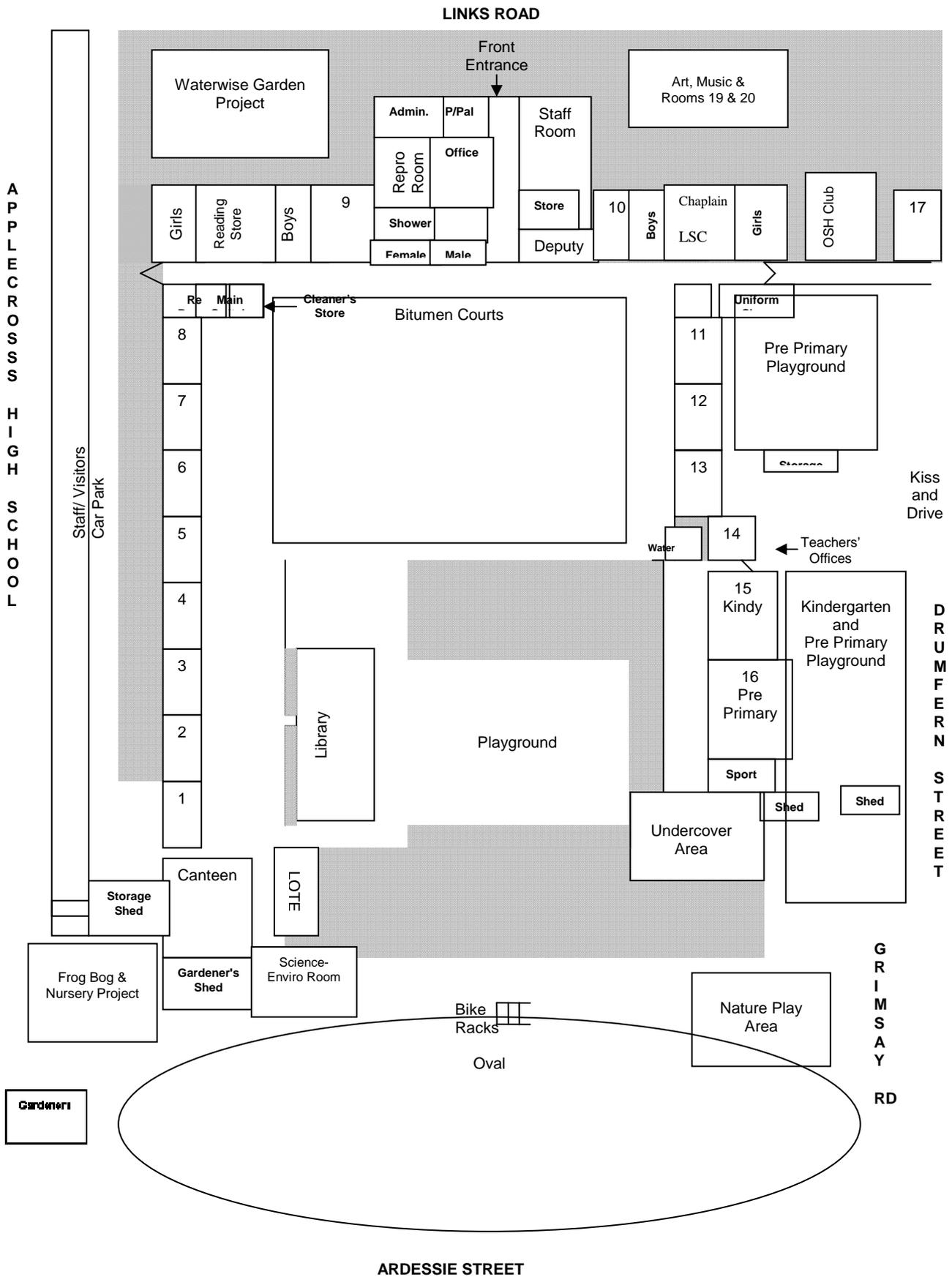
The school staff is highly regarded in the local community for their outstanding professionalism and commitment to the education of the students. The majority of the 30 teaching staff are experienced teachers with most teachers having taught for 10 or more years. Some of the teaching staff have also served 10 years or more at this school, however, recently with local merit selection and transfers, a welcoming mix of new and established staff form a cohesive and highly professional learning community.

GENERAL STAFFING INFORMATION

Principal:	Andrew Holmes
Deputy Principal:	Bob Parker
Deputy Principal:	Catherine Bishop
Manager Corporate Services:	Alison Stockman
School Officer – Level 2:	Chips Northcott
School Officers – Level 1:	Tania Logothetis / Gabriella Nicholson
Library Officer:	Lois Bowden
School Gardener:	Jason Felstead
School Cleaners:	Oscar Hernandez (Cleaner in Charge), Hilda Hernandez / Dennis Hernandez
Learning Support Coordinator:	Catherine Riley
Primary Science Project:	Lindsay Macmillan
Occupational Health and Safety Officer:	Bob Parker
School Psychologist:	Annette Goldschlager
School Chaplain:	Nathan Hoyle
EALD Teacher:	Gail Lawson
EAL/D Assistant:	Yah-Lee Chee
Learning Technologies Coordinator:	Glenn Hill
LOTE Specialist Teacher Japanese:	Hisayo Rego
Physical Education Specialist Teacher:	Alison Davies
Music Specialist Teacher:	Claire Mason
Art Specialist Teacher:	Sue Warren

Environmental Education/ Aboriginal Education:	Catherine Bishop
Kindergarten Teachers: Education Assistants:	Room 15 - Lee-Anne Downey / Jade Davies Janine Coles / Kathie Esslemont
Pre-Primary Teachers: Education Assistants:	Room 16 - Helen Brown / Jade Davies Sian Jackson / Roseanna Dennis
Pre-Primary Teachers: Education Assistants:	Room 11/12 - Diana Cooper / Jade Davies Christina Stivaletta / Janine Coles / Sian Jackson
Junior Primary Education Assistant:	Sandy Heaperman
Special Needs Education Assistants:	Linda Brydon, Judi Edmonds, Sandy Heaperman, Deena Le Page, Carolyn Stephens, Christine Jones, Jeanette Edward
Year 1 Teacher:	Room 13 - Jackie Loney
Year 1 Teacher:	Room 10 - Denise Harman / Gail Lawson
Year 1 / 2 Teacher:	Room 5 - Isabel Mangion-Campbell
Year 2 Teacher:	Room 9 - Blythe Maley
Year 2 / 3 Teacher:	Room 8 - Kellie Foote
Year 3 / 4 Teacher:	Room 7 - Fiona Schaper
	Room 2 - Kate Mathis
Year 4 Teachers:	Room 4 - Karen Treloar / Catherine Riley
Year 4 Teachers:	Room 6 - Denelle Ellery / Bob Parker
Year 5 Teachers:	Room 3 - Glenn Hill / Tamara Moss
Year 6 Teachers:	Room 20 - Lindsay Macmillan / Cassee Klaver
Year 6 Teacher:	Room 19 - Auriol Heary
 School Address:	 46 Links Road, Ardross 6153
 Contact Numbers:	 OFFICE (08) 9364 2771 FACSIMILE (08) 9316 2291 CANTEEN (08) 9364 2010 DENTAL THERAPY (08) 9313 0555 (off site)

Map of the School



Special Features of Ardross Primary School

The school is picturesque with well-maintained gardens, an abundance of trees, access to a range of recreational areas, with a uniquely designed playground provided by the P&C Association.

Ardross Primary is particularly well resourced with Information and Communications Technology equipment. It has a high number of desktop computers and is regarded as a leader in the use of Learning Technologies. The school also has a diverse range of other technology resources including LCD projectors, digital still cameras, digital movie cameras and a sophisticated music composition program. All classrooms have interactive whiteboards and class room computers as well as a computer laboratory and a trolley set of 32 laptop computers. The use of technology is applied in an integrated fashion across the school and coordinated by the E-Learning teacher Mr Hill, receiving widespread support from staff, parents and students.

The school has a number of well resourced facilities, including the Library, Music and Art Rooms and a Science / Environmental Centre. Classrooms are air cooled, ensuring that the high summer temperatures are largely overcome. The school also has a covered assembly area that is used for a variety of programs and events.

Our Japanese language Specialist Teacher, Mrs Rego conducts lessons for students in Years 1 to 6 about the culture and language.

The School Canteen is operated by the Parents and Citizens Association on Thursdays and Fridays.

Students are fortunate to have access to quality playing areas including grassed lawns, a large oval, extensive playground equipment, nature play areas, two basketball and netball courts as well as the covered assembly area which provide opportunities for vigorous and creative activities. Shade is provided over the playground equipment to protect children from the sun.

A variety of teaching / learning approaches are implemented to cater for the different needs of students with high expectations set for achievement and conduct. The school has three early childhood facilities for Kindergarten and Pre-Primary with lovely outdoor play areas.

Staff, Parent and Community Involvement

The school has a very active School Board and Parents' and Citizens Association (P&C) who are involved in many aspects of the school's operation. A School Board is elected annually, comprising 6 Parents, 4 Teachers and the Principal. This group provides a forum for parental or staff input into the major areas of community involvement in school policy and direction setting. In addition parents have the opportunity to become active members in a number of School Committees established to progress the consultative approach to managing aspects of the school's affairs.

Parent involvement is high in all facets of schooling, with the parents and community supportive of the school's vision. The enthusiastic Parents and Citizens' Association provides excellent support to the school, in particular providing extra resources. The parents have provided a range of equipment and resources to the school including the air conditioning, playground equipment, curriculum resources and shade areas. Last year the P&C provided around \$70,000 for various projects across the school.

A Grounds Committee is active and has ensured that the environment is a pleasant, welcoming and sustainable one for the whole school community.

Parent contacts are nominated for each room, to welcome new parents and support class activities such as assemblies. Parents are invited to afternoon tea in the staffroom before each assembly to get to know each other and to discuss school issues. The keen parental aspirations overall provide for a healthy involvement in the school which supports the commitment of our high quality teachers.

School Hours

Opening	8.55am
Recess	11.00am – 11.20am
Lunch	12.20am – 1.05pm
Closing	3.10pm

Children are not expected to be on site before 8.30am as they cannot be safely supervised. Parents who find it necessary to send their children to school before this time are asked to make arrangements with the School Administration. The school offers before and after school care through OSHClub. Information relating to this can be obtained online through their website at www.oshclub.com.au, at the OSHClub classroom before or after school or from the front office.

Classrooms are opened from 8.30am to allow students to organise themselves, ready for the day.

Term Dates (Students) 2016

Term 1	Monday 1 February to Friday 8 April
Term 2	Wednesday 27 April to Friday 1 July
Term 3	Tuesday 19 July to Friday 23 September
Term 4	Tuesday 11 October to Thursday 15 December

2016 School Development Days (students do not attend)

- Thursday 28 January and Friday 29 January
- Tuesday 26 April
- Monday 18 July
- Monday 10 October
- Friday 11 November
- Friday 16 December

Monday 7 March - Public Holiday

Monday 25 April - Public Holiday

Monday 6 June - Public Holiday

2. ENROLMENT AND ATTENDANCE

Enrolment and Transfer

All applications for enrolment are carried out in the main school office by the Manager Corporate Services or School Officer. Enrolments are not complete until the Application for Enrolment is accepted and signed by the Principal and a Birth Certificate has been sighted by the Principal. Kindergarten and Pre Primary enrolments are called for in August of the previous year. When children are leaving the school, it is necessary for the Principal to be informed in writing to ensure that proper transfer procedures are carried out. It is a Department of Education requirement that all information supplied on each child's Student Enrolment Form, which parents originally completed on enrolling, is true and correct. If you change address, telephone number, employment or emergency contact please advise the school office as soon as possible.

Due to our reputation as such an outstanding school, we receive many applications from students outside our local intake area. Applications for enrolment will be considered by the Principal on a case by case basis, following the enrolment policy set out by the Department of Education. Overseas students and non residents are required to provide a copy of their passport, necessary visa numbers as well as proof of their residential address.

Immunisation Certificates

It is a Health Department requirement that proof of Measles, Diphtheria, Tetanus, Whooping Cough and Polio immunisation be presented at the office for all children on admission. Where this proof is not shown, should there be an outbreak of a communicable disease such as measles in the school, those children will be excluded for 14 days as stipulated by the Health Department.

Kindergarten Attendance

Kindergarten attendance is 15 hours per week or 2.5 days. Although not compulsory, it is strongly encouraged that students attend the program fulltime. A large number of students would like to access our program but are unable due to the limited places, therefore it is requested that parents use our program to its fullest. Where attendance patterns are irregular, a meeting with the teacher may be required. Please inform the teacher of your child's absence as soon as practicable. Kindergarten students have a 'staggered entry', increasing the child's attendance over the first two weeks. This is to ease the child into the Kindergarten program.

Pre-Primary Attendance

Attendance at Pre-Primary is now compulsory and is considered a child's first full year of enrolment. Where attendance patterns are irregular, a meeting with the teacher may be required. Please inform the teacher of your child's absence as soon as practicable. Children attend Pre-Primary for five full days a week.

Primary Attendance (Years 1 to 6)

Attendance is compulsory for primary school aged students for five days per week.

Absences

Please send a note or email to the teacher after your child has been absent with details explaining the reason for the absence. This is a legal requirement. It is helpful if verbal communications of absences are also followed up in writing, so written confirmation can be held by the school. Where an absence has not been explained, or an unsatisfactory attendance pattern has developed, the Deputy Principal responsible for attendance will contact parents or caregivers directly.

All absences are recorded by classroom teachers before 9.30am. If a student has been recorded as absent, and a parent/guardian has not contacted the school before this time, an automated SMS will be sent to a designated mobile phone asking for a reply. This service assists with our duty of care to ensure that all students' whereabouts is known.

Automated Phone App for School Updates

A new phone app – Updat-ed can be downloaded to your mobile devices. Communications to parents will be short and succinct 'push notifications' allowing the school to provide information of a pressing nature.

Holidays During School Time

The Department of Education does not authorise student absences for family holidays that occur during school time. Parents should advise the Principal in writing of the intention to take holidays during school time. The Principal will sign the advice, however absences will be recorded as unauthorised.



3. GENERAL INFORMATION

Collection of Children

Please be punctual at both drop off and pick up times. Children left late at the school often become distressed. If you are going to be late due to unexpected circumstances please advise the front office. On these occasions students need to be picked up from the front office. For safety reasons, we must be advised if someone other than the parent will be picking up your child. Teachers will exercise their judgement about the condition of persons collecting the children if there are any concerns.

Kindergarten and Pre Primary classes have their own procedures for the collection of students. Please consult the separate handbook for this information.

School Development Plan

A comprehensive School Development Plan is available for parents to peruse at the end of First Term. This plan covers our School Profile, Strategic Plan, Priorities, Focus Areas, Curriculum Plans and Management Information System. This is completed by March each year.

School Business Plan

The School Business Plan 2015-17 has been developed as part of the accountability for Independent Public Schools. The Business Plan sets out our priorities and targets for the next three years. The Business Plan is available on our website.

Annual Report

An Annual Report outlining the School's progress in achieving its aims in improving the educational outcomes for all students is available in March of each year. As has been the case over many years, the Annual Report highlights the very successful educational program implemented at Ardross Primary.

Code of Behaviour

Minimal rules based on common sense and courtesy rules govern the rights and welfare of the student body as a whole. In the main, these rules are an extension of the behaviour requirements of a normal home and are easily learned by the pupils if not already known. In no sense is the Code of Behaviour designed to inhibit the spontaneous fun, games and activities of the pupils. (Refer to Section 9 for the summary of the School's Policy on Behaviour Development and Management.)

Music Program

Music is provided to Year 1 to 6 children as part of the curriculum, by a Specialist Music Teacher. Music taken by the music specialist is extensively resourced with musical equipment and technology.

A Choir operates for students in Years 3 to 6 and they are involved in a range of performances as part of the WA Government Schools Music Society and other organisations and events.

Instrumental Music Program

A musical aptitude test for all Year 3, 4 and 6 students is conducted each year. From the results of this test, selected children are offered the opportunity to participate in the instrumental music program. The range of instruments offered through visiting instrumental music teachers, from the School of Instrumental Music are:

- Violin (beginning Year 3)
- Cello (beginning Year 4)
- Viola (beginning Year 5)
- Double Bass (beginning Year 6)
- Flute (beginning Year 6)

The annual hire charge is payable prior to the students being issued with an instrument.

Students in Years 3 to 6 also have an opportunity to participate in band instrument lessons through Primary Music Institute. Entry is via application and fees apply. Contact the Music Specialist, Ms Mason for further information.

Primary Extension and Challenge Program (PEAC)

This district initiative is aimed at supporting the school's endeavours to meet the needs of academically gifted and talented children. Year 5 to 6 children are offered places in extension courses based on testing undertaken in Year 4. These courses operate away from Ardross Primary School and require parent transport. Only about 5% of all students qualify to attend these courses. This year we have around 17 students who can access the PEAC program. Parents will be notified by Regional Office of successful applications to the program. Ms Treloar is the school coordinator for PEAC.

Physical Education and Sport Program

Our school is involved in a skills oriented school wide physical education program, which usually incorporates a Fundamental Movement Skills Program for Junior Primary students and the development and application of skills in various sports and activities in Years 4 to 6. Emphasis is placed on enjoyment, participation, the development of movement, strategic skills and sportsmanship. The program includes the development of a range of skills in areas such as sport, games, dance and gymnastics. Aquatic skills are developed through the In-Term Swimming Program which operates from Pre Primary to Year 6.

It is compulsory for all students to be involved in a minimum of two hours per week of physical activity. Miss Davies oversees our program and delivers specialist Phys Ed lessons from Years 1 to 6.

Children are expected to be dressed appropriately on sport and physical education days with suitable footwear. Faction shirts are encouraged to be worn on PE/Sport Days particularly in Term 3 when athletics practice and carnivals occur.

Physical Education/Sport Carnivals

Carnivals and interschool competition conducted throughout the year include:

- School Swimming Carnival (Years 4 to 6) – Term I
- Interschool Cricket Lightning Carnival (Year 6) – Term I (depending on the organisation by the WA Cricket Association)
- Interschool Swimming Carnival (Years 4 to 6) - Term I
- Interschool Multi Sports Lightning Carnival (Year 6) one day - in Term II
- School Cross Country Carnival (Years 1 to 6) – Term II
- Interschool Cross Country Carnival (Years 4 to 6) – Term III
- School Athletics Carnival (Years Pre Primary to 6) – Term III
- Pre Primary and Kindy Sports Day – Term IV
- Interschool Athletics Carnival (Years 4 to 6) – Term IV

Swimming – In Term Lessons

In-term swimming classes are conducted annually for children from Pre-Primary to Year 6 by trained swimming teachers not attached to our school. The Department of Education conducts swimming lessons for all students during school time. Instruction is free, but payment is required for bus transport and pool admission. Children are strongly encouraged to attend these important lessons in life skills. Pre Primary to Year 4 students swim at Melville Pool and Year 5 and 6 students learn at Cottesloe Beach as part of this program.

Swimming - Vacation Lessons

Vacation Swimming Classes (December – January) are also offered by the Swimming and Water Safety Branch of the Department of Education annually and are advertised via our School Newsletter.

Factions

All children from Years 1-6 are placed in one of four factions. The faction colours are as follows:

<i>Butler</i>	Royal Blue with a Kangaroo and Grass Trees
<i>Lukin</i>	Red with a Red Capped Parrot and Marri Blossom
<i>Waylen</i>	Gold with a Possum and Banksia Flowers
<i>Wellard</i>	Green with a Honey Eater and Kangaroo Paw

Faction shirts can be purchased from the uniform shop.

History of Faction Names

Within a year of settlement of the Swan River Colony in what is now the District of Melville, grants in large acreages were made to four principal landowners.

Lionel Lukin was granted land in May 1830 including the suburb of Applecross and established a regular river cargo service between Fremantle and Perth.

Alfred Waylen purchased land in 1842 including Alfred Cove and Point Walter.

J Archibald Butler was granted 330 acres of land with river frontage extending from what is now Moreing Road to Fremantle Cemetery.

John Wellard purchased some of Waylen's land in 1856.

Library

Enthusiastic staff and parent volunteers administer the Library. New volunteers are always welcome, so please see our Library Officer, Mrs Bowden, from Wednesday to Friday if you can assist.

All classes spend a scheduled time in the Library each week. As well as learning how to use Library facilities the children are given the opportunity to borrow from our collection and access the Library computers for research purposes.

Children must have a cloth bag to carry reading and library books in. Books are a valuable resource and need to be protected. Library Bags are available for purchase from the School Uniform Shop.

Book Club

Children will be given the opportunity to purchase books through Scholastic Book Club during the year. Order forms are sent home with children for the desired books to be marked off. The order form, together with payment, should be returned to the class teacher, using a **separate** sealed envelope for each child's order and marked with **name and room number** on the outside of the envelope.

Student Leaders

All Year 6 students have an authentic leadership role. Twelve Student Councillors from Year 6 are elected by the students of Years 6 and staff as our leaders for occasions requiring student representation. 16 Faction Leaders and Deputy Leaders are elected by the Year 5 & 6 faction members. Other roles include Computer Captains, Literacy Captains and Environmental Councillors.

Process of Electing Student Leaders

The process takes place between Weeks 2 and 4 during Term 1. All Year 6 students have an opportunity to demonstrate leadership and initiative in these formal roles.

After initial discussion and explanation of the process and responsibilities of roles by classroom teachers and deputy, the steps involved are:

1. Year 6 students complete a nomination sheet for themselves and others in leadership roles including Student Councillor, Faction Leader or Environmental Councillor, Literacy Captain or Computer Captains.
2. Students indicate their order of preference and provide a written description of the reasons they are keen to take on a leadership role.
3. Deputies and Year 6 teachers take these into consideration when drawing up the short list for each role.
4. All students are given time to prepare a speech outlining their desire and commitment to their chosen role.
5. Short listed Student Councillor nominees deliver their speeches to all Year 6 students in the library in Week 3 of Term 1. Short listed Faction Leaders deliver their speeches to the Year 5 and 6 students in their factions at a place appropriate to the relevant groups.
6. There will be one boy faction leader, one boy faction deputy leader, one girl faction leader and one girl faction deputy leader for each faction.
7. All Year 6 students will vote for the election of Student Councillors and Year 5 and 6 Faction Leaders.
8. Each teacher may also vote for nominated students if he or she feels he or she knows the students well enough.
9. Voting is to be conducted as follows:
 - The Deputy Principal responsible for co-ordinating Student Councillors/Faction Leaders will distribute to each Year 6 student and staff members requesting one ballot paper on which is contained the name of all students short listed for the position of student councillor; and
 - Each student and member of staff to whom ballot papers have been given must vote by numbering on the student councillor ballot paper numbers one through to ten indicating his or her preference for each candidate, with his or her preferred candidate to be given a one.
 - The votes will be counted by the deputy principal on a preferential basis.
10. There does not need to be an equal number of boys and girls.
11. For faction leaders, one boy faction leader, one boy faction deputy leader, one girl leader and one girl deputy leader will be chosen from the voting results on a preferential basis. There may be two boy leaders or two girl leaders from one faction if no student of the relevant gender stands for election.
12. Students who are not elected as either Student Councillors or Faction Leaders become Environmental Councillors, Literacy Captains or Computer Captains. This will ensure that all Year 6 students will have an opportunity to demonstrate leadership and initiative in a formal role.
13. All positions are formally announced at the next assembly following the vote and advised to the school community in the next school newsletter.

Lunch

Children may bring a packed lunch to school or they may have lunch at home, with written permission from parents. A note is required at the beginning of the year for children who will regularly have lunch at home or for any special occasion when parents wish for their child to return home for lunch. Children are asked to take their lunch scraps home so parents know how much they are eating.

NUT AWARE SCHOOL – due to an increase in the number of students diagnosed with severe nut allergies, Ardross Primary is a NUT AWARE ZONE. We encourage parents not to send any nut products to school.

Canteen

The canteen is managed by the P&C and run by an appointed Manager, Mrs Leanne Peacock and volunteers. If you are a new parent to the school and have a few hours to spare, working in the canteen is a great way to meet other parents and help the school. The canteen is open on Thursdays and Fridays. The hours of operation are from approximately 8.30 am to 1.30 pm.

Leaving the School Grounds (Children)

If students are required to leave the school at times during the day, parents are requested to pick them up from the classroom rather than request that the child waits outside the school. Parents are required to first sign students out of the school, registering in the file provided in the front office and obtaining a slip from the office to take to the classroom.

Students are only released to parents or adults that the school has been previously informed will be collecting them. Students are only allowed to leave the school grounds with parental consent and with an appropriate adult.

Stationery / Personal Items Lists

A list of stationery requirements for each year level is issued to students. As a convenience to parents our school offers the opportunity of pre-ordering stationery/personal items during December of each year. Alternatively the required items may be purchased from retailers/newsagents.

Money Collection

The school office accepts the payment of school contributions and charges. EFTPOS facilities are available. Teachers no longer accept cash for activities in the classroom. Payment for incursions, excursions, sport activities and camp will be made at the front office following receipt of invoices from the school to parents detailing each semester's activities. Parents are also able to choose the option of paying all charges in advance in a once only payment at the beginning of the school year. Information is communicated to parents via the school newsletter and class notes.

Staff Meetings

All staff meetings and collaborative meetings are conducted after school concludes so there is no disruption to weekly timetabled lessons. These meetings are conducted on Wednesday afternoons in weeks two, four, six, eight and ten of each term, straight after school. Parents are requested to not arrange interviews with teachers at this time as staff are required in the staffroom as soon as possible.

Duty Teachers

Teachers are rostered to playground supervision at all recess and lunch periods. Administrators are on duty 25 minutes prior to morning lessons commencing. Staff will be in the playground to watch over the welfare of the pupils and to take care of any difficulty which may arise. Students are expected to refer to duty teachers when problems occur.

Messages

Messages for children of an URGENT nature only will be taken by telephone during the course of the working day.

Mobile Phones

Students are not permitted to use mobile phones at school unless permission is obtained from the Principal due to emergency reasons (eg travel to or from school on a bus). If you wish your child to have a mobile phone at school for an appropriate reason please write to the Principal seeking permission for the phone to be brought to school. Parents will be contacted if students use phones without permission or for inappropriate reasons.

Personal Property

Children should not bring ipods, electronic games, large sums of money, jewellery, sporting gear or valuable goods of any kind to school. These are not covered by any insurance and the school is not responsible for any loss of property.

Parent Help

Parent help is very much appreciated in many facets of school operations. If you would like to help in any area, please notify the class teacher or the office. Our Canteen relies heavily on volunteers also and if many people provide offers of help the roster can be restricted to a once or twice per term request.

Parking

Children from Kindergarten and Pre-Primary are too young to use the “Kiss and Drive” and need to be collected from class. **Parents cannot park in the Kiss and Drive Bays and leave the car to collect the children.**

Parents are encouraged to make use of the “Kiss and Drive” bays located on Drumfern Street. Parents should ask their children to wait on the paved area near the bays. The driver can then pull into the bays and collect the children without leaving the car. This enables easy flow of traffic and assists in safe and quick collection of children.

Under no circumstances is anyone permitted to park in the Kiss and Drive Bays between the hours of 8.00am – 9.15am and 2.30pm – 3.30pm. If students are not present, then drivers are requested to continue driving around the block in a clockwise direction. This ensures continual flow of traffic and reduces potential safety risks to our students.

Parents are requested to exercise extreme care and pay close attention to Council Parking By-Laws when dropping off and picking up their children. The Staff Car Park and drive are **only** to be used by employees of the Department of Education. A sign outside the staff car park clearly indicates that entry to the staff car park is for staff only.

40 Kph Zone

The speed limit on roads around the school is **40kph** between 7.30am to 9.00am and 2.30pm to 4.00 pm on school days. Please ensure the safety of all students by observing these limits.

Crosswalk

Two supervised crosswalks are provided on Riseley Street, one near the intersection of Drew Road and the other further up Riseley Street past the intersection of Calgary Street. Please ensure that your child/ren use the crosswalk/s appropriately and treat the crossing guards with respect. Students are also able to safely cross Riseley Street at the corner of Almondbury Road using the controlled traffic light crossing signals.

Bicycles/Scooters

Upper Primary children (Year 5 and 6) are encouraged to be active and ride their bikes if permitted by their parents. Bike racks are provided at the edge of the oval. It is strongly advised that a locking device be used when leaving a bicycle in the bike racks as theft has occurred on occasions.

The Police advise that children under the age of 10 years are restricted in their peripheral vision development, which can be a hazard when riding in any form of traffic; hence upper primary students only are encouraged to ride to school. Bike riders are required by law to wear a helmet at all times when riding.

Bicycles/Scooters ARE NOT to be ridden in any part of the school grounds or paths, when entering or leaving the school. (Supervised bike education sessions are an exception.)

Lost Property

Please clearly label every item your child wears or brings to school. Clear labels assist teachers to return items to the rightful owner. An enormous amount of property is lost and left unclaimed during the year. Parents may visit the school to check through the box located outside the Administration Office.

No Smoking Policy

Under Department of Education regulations, this school is a “Smoke Free Zone”. Smoking is not permitted anywhere on the school campus. All visitors and workers are requested to comply with this Policy.

Dogs at School

Dogs are not permitted on the school grounds, even on a leash unless organised by a staff member for a class activity.

Visitors on School Premises

All visitors on the school premises are required to sign in at the office and receive a visitor’s badge. Visitors are asked to sign out when leaving.



4. STUDENT HEALTH CARE AND WELL BEING

Sickness or Injury

Please do not send your child to school if he/she is unwell. If a primary aged child is sent to the office feeling unwell, then the child will be allowed to rest in the sickbay for a short period to recover or sent home. If unable to return to the classroom a member of staff will make contact with the listed parent/guardian to request they are collected from school. If the parent/guardian cannot be contacted, the emergency contact person listed on the child's enrolment form will be called.

Adults collecting sick or injured children are asked to enter the office and sign in the Student Collection Book to show that the child has been collected.

It is of great importance that the school is informed of any change of address, phone number, doctor's name or children's medical conditions.

Students Requiring Medication

If a child requires medication, it is always preferred that the medication be given out of school hours. When assistance is required with the administration of medication by the teacher, the parent is responsible for requesting this assistance from the school. The parent and prescribing doctor must complete a 'Health Care Authorisation' form. Teachers are unable to assist with administering medication unless the Health Care Authorisation has been completed and the school has the resources to meet the requirements of the prescribing doctor.

The parent is responsible for ensuring that the medication is clearly labelled, is not out of date, is provided in the quantity agreed and that equipment is in good working order.

Infectious Diseases/Problems

Please do not send your child to school with an infectious disease. The following recommended exclusion periods apply for common diseases, taken from the Health Department of Western Australia's guidelines:

CHICKEN POX: Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.

CONJUNCTIVITIS: Exclude until discharge from eyes has ceased.

IMPETIGO: (School sores) Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.

INFLUENZA: Exclude until well.

MEASLES: Exclude for at least 4 days after onset of rash.

MUMPS: Exclude for 9 days after the onset of swelling.

PEDICULOSIS (Head Lice): Readmit the day after appropriate treatment has commenced and all eggs removed.

RINGWORM: Readmit the day after appropriate treatment has commenced.

RUBELLA (German Measles): Exclude for at least 4 days after the onset of rash.

SCABIES: Readmit the day after appropriate treatment has commenced.

WHOOPING COUGH: Exclude the child for 5 days after starting antibiotic treatment.

Head Lice Policy

Head lice are a common problem in all schools. Our school adopts the guidelines developed by the Department of Health. Parents will be contacted to come and collect their child if lice are found. Students may return to school after treatment has commenced and all eggs are removed. Parents are responsible for checking their children's hair on a regular basis to ensure that head lice are not present. Classes will be notified of head lice where appropriate. An information brochure on head lice is available from the school office.

School Psychologist

The School Psychologist visits our school on a negotiated part-time basis to assist with educational issues of students. Students are normally referred to the Psychologist through teachers, but parents may also request referral by approaching the class teacher. Access to the School Psychologist is prioritised on a "needs" basis and may at times call for quite a lengthy waiting time.

School Chaplain

The school has access to a Chaplain for two days per week - currently Tuesdays and Thursdays. Chaplains provide trusted guidance on spiritual, moral and ethical issues. Our Chaplain, Nathan Hoyle can be found in the Chaplain's Room next to Room 10, and is someone staff, parents and students can turn to in time of need. He offers practical support to students who are at risk.

English as an Additional Dialect Language – EALD

We have a multicultural school with approximately 54 different nationalities making up our student population. For many students, including our overseas fee paying students, English is the second language spoken at home. We have a part time EALD teacher, Mrs Gail Lawson, who assists teachers in developing, monitoring and assessing appropriate programs for these students. Mrs Lawson works on Tuesday, Wednesday and Thursday and is assisted by an education assistant Mrs Chee. Mrs Lawson can be accessed through the classroom teacher or the front office.

Health Promoting School Committee

Ardross Primary School is recognised for its excellent work in health promotion. A committee direct school initiatives to promote the development of healthy active lifestyles. The committee develops initiatives in the areas of school curriculum, environment and community involvement.

Sun Smart - Hats

This school operates a **NO HAT - PLAY IN THE SHADE** policy. Wearing of broad brimmed hats is expected. Any child not wearing a hat in the playground will be directed to play in the shade. Children not following this school rule may be given a warning slip as part of the school's behaviour management policy. It is recommended that students wear broad brimmed hats, offered as part of the School Dress Code. Visors and caps offer little protection and students wearing visors and caps will be directed to play in the shade.

Dental Therapy (Telephone - 9313 0555)

A Dental Therapy Centre is located at 43 Mt Henry Road, Manning, for the provision of a free, continuing dental service for students from Pre Primary up to Year 11. The Centre is staffed by Dental Therapists and supervised by a dentist from the Dental Health Service. Each enrolled child is taught the proper care of teeth and gums. Please phone the Dental Therapy Centre should you require any further information on the service.

School Nurse

A visiting Health Department Nurse services the school on an infrequent basis. Routine testing is carried out, with parental consent, for Pre Primary levels of hearing and vision and Year 1 hearing and vision.

Nut Products Not Permitted

Due to the number of students that have allergies and potential severe reactions to nuts and nut products, we request that parents do not send these products to school with their children.

Drug Education

Drug Education forms a key part of the Health Curriculum at Ardross Primary School. The school has developed a comprehensive drug education policy that is available from the front office.



5. COMMUNICATION BETWEEN SCHOOL AND HOME

The relationship between home and school plays a very important part in a child's education.

Communication between our school and parents is seen as essential to promoting a mutual understanding between both parties to enhance the quality of education at this school. With effective communication it is believed that a more supportive environment will develop.

We cannot overestimate the critical role parents play in successful learning. Parents contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children's learning and successful teaching builds on the home experiences of the child. This is most effective where there is an active partnership with parents. Two-way communication is a critical factor in the partnership between parents and the school. Where a partnership exists, it is easier for parents to feel confident about the teaching and learning taking place in the classroom and to solve problems.

We will seek to keep parents well informed about what is happening at our school.

How our School Communicates With Parents

Communication will take place in many different forms -

- Regular information about the school through newsletters
- Formal Written Reports and other reporting mechanisms
- P & C Meetings (Monthly)
- School Board Meetings (2 per term)
- Parent Information Evenings (Early Term I)
- Parent-teacher interviews (as required)
- Notes and letters
- Surveys
- Annual Report
- Displays of children's work
- Assemblies (at least one per class each year)
- Special events and celebrations (eg: Presentation Night in December)
- Parent information booklets
- Parent information sessions
- School website – www.ardrossps.wa.edu.au
- School app – Updat-ed for push notifications (download the app from the app store)

Parents are welcome to talk to their child's teacher when they need to and should make an appointment to avoid disrupting the learning program or preparation time that occurs before school.

Newsletters

The newsletter is posted on our website every second Wednesday. Parents are requested to log onto www.ardrossps.wa.edu.au and subscribe to the newsletter. A message advising the new newsletter is available will be sent to your e-mail address. Newsletters are numbered so that parents will know if a copy has been missed. A minimal number of copies are available from the office. Please take the time to read this very important form of communication as your child will benefit from your interest and the school relies on this communiqué to advise families of events and activities that are planned to occur. Parents wishing to receive a printed copy will need to inform the front office in due course.

Assemblies

Class Assemblies are held each fortnight. Each class from Pre-Primary to Year 6 conducts an assembly each year. Assemblies usually take place on Tuesday afternoons commencing at 2.15 pm. The day may change if it conflicts with other events. Parents and friends are most welcome to attend. Notification of assembly dates is made in the fortnightly newsletter. Merit Awards are presented to students from each class at these assemblies and items are performed by the designated class. Teachers notify parents when their child is to be a recipient of an Award. The names of the award winners are published in the newsletter. An afternoon tea for parents is held before the assembly and is coordinated by the parent contact for the class.

Reporting to Parents 2016

Years 1 – 6	Kindergarten & Pre-Primary
Term I <ul style="list-style-type: none"> • Parent Information Session for each class Weeks 2 – 4. • Interviews if required / requested 	Term I <ul style="list-style-type: none"> • Parent Information Session for each class • Interviews if required / requested • On Entry Assessment (P/P) • Work samples - includes observational assessments
Term II <ul style="list-style-type: none"> • Interviews if required / requested • Formal Written Summative Report 	Term II <ul style="list-style-type: none"> • Interviews if required / requested • Work samples – includes observational assessments • Profile Checklists • Formal Written Summative Report (P/P)
Term III <ul style="list-style-type: none"> • Interviews if required / requested 	Term III <ul style="list-style-type: none"> • Interviews if required / requested • Work samples – includes observational assessments
Term IV <ul style="list-style-type: none"> • Interviews if required / requested • Formal Written Summative Report • NAPLAN – Years 3 & 5 	Term IV <ul style="list-style-type: none"> • Interviews if required / requested • Work samples - includes observational assessment • Profile Checklists • Formal Written Summative Report (P/P)

Parent Information Evenings

Each teacher/class holds a meeting with their students' parents early in Term I each year at an advertised time after school to allow as many parents to attend as possible. This is an opportunity to meet your child's classroom teacher. At this meeting, teachers outline curriculum programs, behaviour management, homework expectations and other operational aspects and expectations for the year. It is an opportunity to ask questions you may have about the year ahead. Parent information evenings are not opportunities for formal parent interviews, however interviews can be arranged at this time.

Parent Teacher Interviews/Meetings

The Principal and teachers are always pleased to discuss with parents any issues that may arise either with their children's schooling or general welfare. Parents wishing to meet with teachers are requested to make an appointment so that a suitable time can be arranged. This can be done by means of a note to the class teacher. It is necessary so that interruptions to class work or preparation time can be kept to a minimum as well as enabling teachers to allow adequate time for the meeting.

Teachers cannot come to the telephone during lesson times. Personal telephone numbers for teachers or students are not given out.

Interviews will be of two types:

- 1 Parent Teacher Interviews held as required at the request of either party.
- 2 Interviews for those parents who wish to discuss their child's report.

Appointments to see the Principal can be made by telephoning or calling into the office.

Presentation Night

In the last week of school in December, an evening is organized to enable the Ardross Community to farewell the Year 6 students and to view the presentation of the Annual Awards which are:-

- Tess Hackett Citizenship Award (to a Year 6)
- P&C Citizenship Award (to a Year 6)
- Class Awards for Excellence and Endeavour for children from Years 1 to 6
- Faction Cup Award.

Each class presents one Achievement Award and one Endeavour Award (or two of each per class) and in mixed classes the teacher may choose a third award from either category.

Students from each year level or class also present a performance.

Parents and Citizens Association (P&C)

Our P&C Association meets on the second Monday of each month during school terms commencing at 7.30pm. We encourage parents to come along and be involved with the P&C Association through which you have an opportunity to have a say in, contribute to and take part in activities of the school. Notification of meeting dates will be made in the fortnightly newsletter.

The P&C Association is formally constituted under the Education Act and regulations. Any parent or community member over the age of 18 may join by paying an annual subscription of no more than \$1.00. The school's principal and teachers may also participate. The Principal is an ex officio executive committee member of the Association with the right to vote on all matters other than the election of parent representatives for the School Board.

The P&C is the forum for parents to discuss the education of their children, and members are also encouraged to embark on discussions of other key issues. Members are encouraged to discuss general education, safety, health issues, uniforms, matters that affect the staffing of schools, matters that have bearing on the welfare of students, as well as a whole range of local, state or national issues that arise. The P&C plays an important role in fostering community involvement by organising activities such as fundraising and social events.

It is inappropriate for a P&C meeting to discuss individual parent/student, teacher/student issues. These should be a matter for discussions between the parents and the teacher/principal. In addition it should be remembered that under the provision of the Education Act the P&C is precluded from exercising authority over the teaching staff.

School Board

This is a body formally constituted under the Education Act and regulations. The establishment of a School Board ensures that the school can have a formal structure which provides opportunities for parents, staff and others to work together on:-

- formulating, with staff, broad policies for the smooth running of the school;
- compiling and assessing the School's Plan and being involved with staff to decide on School Priorities;
- clarifying important issues with staff that occur throughout the year; and
- aspects relating to finance and sponsorship through three sub committees.

Our School Board consists of 11 elected members - 6 parents - 4 teachers and the Principal.

Once a year the Board will invite parents to attend an open meeting at which a report of Board activities will be presented.

Note: The Board does not have any influence in curriculum matters or the operation of the staff.

Other Information that is Available From Our School

- School Plan
- Annual Report
- Student Behaviour Management and Development policy
- Bullying policy
- Curriculum details
- Access to the School Board
- Information about participation in the Parents and Citizens' Association and other support groups
- School contributions, charges and personal items list
- Excursions details
- School Dress Code
- School events
- Community events
- Key Policies – eg Community Use of School Facilities, Sponsorship & Donations; Homework Policy and the School & Community Drug Education Policy.

Other Forms of Parental Involvement in the School

Other means of parent involvement are:

- Attendance at excursions and other school functions
- Assisting within classrooms on teacher invitation and on school special projects
- Assistance on roster duty in Kindergarten and Pre-Primary
- Assisting in the canteen, library, at sports days or at busy bees
- Attendance at P & C Meetings
- Attendance at Annual School Board Open Meeting
- Attendance at social events
- Attendance at curriculum discussion forums

Addressing Enquiries, Concerns, Requests or Complaints

At Ardross Primary School our staff acknowledge any enquiries, concerns, requests or complaints from parents and other school community members and welcome any questions or feedback. Our policy in dealing with enquiries, concerns or complaints is simple and straightforward:

Our school will maintain processes to ensure enquiries, concerns, requests and complaints are addressed promptly and in accordance with the principles of natural justice. Every effort will be made to resolve any issues at the local level.

This policy is based on good practice and system wide policy from the Department of Education. It ensures that enquiries, concerns, requests and complaints are dealt with promptly, consistently and fairly and contribute to continuous improvement.

The partnership between parents and our school is strong. Parents and school community members can be confident that staff will listen and respond to their needs and concerns.

Principles Underlying the Policy

- In all matters the educational well-being of students is the first priority.
- All persons in the school community including students, parents, administrators, teachers and support staff, have a right to be treated with respect and courtesy.
- Parents and community members are able to raise concerns and make enquiries, requests or complaints about any aspect of school life and have them dealt with fairly and promptly.
- Processes for managing enquiries, concerns, requests or complaints are straightforward, reflect principles of natural justice and operate within the regulatory framework of the Department of Education.

Advice For Parents and Guardians - What Can Parents do if They Have a Problem?

- Many problems can be solved by seeking information as early as possible. If parents have any questions or concerns about their child's progress, or any other issues, they should contact the class teacher. The best way to do this is to contact the school office to arrange a mutually-convenient time for a telephone conversation or meeting.
- Interpreters, English as a Second Language Teachers and Teacher Assistants are available to assist parents in communicating with our school. Please contact the school or the local Regional Office if you would like the assistance of an interpreter.
- Parents have the opportunity for greater involvement in the school through the School Board and Parents and Citizens' Association. These provide the opportunity for parents to express opinions on policy issues in the school.

Process to Follow When There is a Problem

1. Try to identify the problem clearly before going to the school. If there is more than one problem, list them to ensure that the extent of the problem is clear to the school.
2. Decide whether the problem is a concern, query, request or complaint. This will help in finding a solution.
3. Make an appointment to talk with the teacher. This can be arranged through the school office.
4. Try to stay calm. Even if you don't feel it, being calm will help to get your concerns across more clearly than if you are upset or angry.
5. If the issue involves an incident involving another parent's child, do not approach the child or parent. Raise the issue with the school first.
6. Raise the issue with the Principal, if you feel the issue has not been resolved or addressed through initial contact with the relevant teacher.

Recommended Procedures for Parents and Guardians in Raising Concerns or Complaints

School-level resolution

Stage 1: Discussion with relevant staff member

Contact the class teacher or other relevant staff member to discuss the concern/complaint. This is best done by making an appointment through the school office. The staff will work with you to resolve the problem.

Stage 2: Review or investigation at the school level

Contact the principal who will work with you and the staff member to resolve the problem if your initial meeting with the relevant staff member did not resolve the issue. You may wish to formalise your concern/complaint. To do this, you may write to the principal who will acknowledge the letter with a written reply as soon as possible, even if a resolution is not available at this stage. The principal will consider the issue and identify what action is to be taken and by when, and will clarify the process if a formal complaint is to proceed. This action and timeline will be confirmed with you in writing.

Note: You should be aware that when a formal concern/complaint is made in writing about the performance of an individual staff member, that staff member will receive a copy of the document.

Regional-level resolution

Stage 3: Regional resolution

If resolution is not reached at the school level, contact the Coordinator of Regional Operations South Metropolitan District, Ms Di Richards at the Regional Education Office for assistance in resolving the issue. This will involve an independent review of the situation and may include mediation.

Formal complaints

Stage 4: Central resolution

In those exceptional circumstances where a formal process is required, the parent or principal can forward a complaint to the Director-General of the Department of Education.

Parent Channels of Communication

The following is offered as the first point of contact regarding particular issues:-

1	Child's progress	Teacher
2	Behaviour issues in class	Teacher
	Behaviour issues in the school yard	Teacher/ Deputy Principal or Principal
3	Child placement in class	Principal
4	School organisation	Principal
5	General queries	Office Staff/ Teachers/ Class Parent Contacts and School Board Representatives
6	Dress Code policy	School Board Representatives
	Dress Code purchases	P&C – Uniform shop
7	Canteen	P & C
8	Fundraising – Whole school	P & C
	Fundraising – Class based	Teachers
9.	Contributions & Charges Policy	School Board Representatives
	Contributions & Charges Payments	School Registrar & Principal
10.	Excursions/Incursions & Camps	Teachers
11.	Newsletter	Office Staff & Principal



6. CONTRIBUTIONS AND CHARGES 2016

Voluntary contributions and charges are broken into five sections:

- Voluntary contributions
- Optional costs associated with an educational program
- Personal use items
- Optional costs for non-educational activities.
- Other fund raising costs

For 2016, the School Board endorsed the voluntary contribution be set at:

- \$60 per child

Collecting a large percentage of voluntary contributions is critical to the school and community in providing “extra” resources to compliment the teaching and learning programs.

Traditionally Ardross families contribute a large percentage of voluntary contributions. The school and Board thank you in advance for your continued commitment to paying voluntary contributions.

Money collected will typically be used towards paying for the following areas indicated below for:

Years 1-6 students:

Photocopy costs – (paper)	\$10
Health & Physical Education/sport equipment and resources	\$10
Reading book replacement	\$10
Library book replacement	\$ 5
Art / Craft materials and consumables	\$10
Maths resources	\$ 5
Science consumables	\$ 5
HASS resources	\$ 5

Kindergarten and Pre-Primary students:

Photocopy costs – (paper)	\$ 5
Outdoor equipment and resources	\$15
Art / Craft materials and consumables	\$25
Cooking and other class activities	\$15

The voluntary contribution can be paid via the personal items list (see Voluntary Contributions Section – OfficeMax) or at the office in 2016, which has EFTPOS facilities available.

Optional Costs - Educational Programmes

These amounts vary from year to year. Students would only incur costs when they are involved in a particular activity. The amounts indicated would be the maximum amount for that activity. Though these activities are recommended, parents can choose not to allow their child to participate in these activities and thus will not be required to pay for any activities in which the child does not participate. Each item can be paid to the school through the Manager Corporate Services who will record payment. Parents will be encouraged to pay for optional costs once a semester to reduce administration time. A semester statement will be produced for all families; with unused funds carried over to the following year.

Description of Charges	K	PP-2	3	4	5	6
Swimming	-	55	55	55	55	55
Interschool Sport	-	-	25	40	40	40
Edu Dance / Dance	-	30	30	30	40	40
Incursions & Excursions	40	80	100	100	120	120
Camps / extended Excursions / Overnight Stays (Camp cost dependent on length and location)	-	-	100	100	250	350
PEAC	-	-	-	-	145	145
Instrumental Music – Instrument Hire Charge School of Instrumental Music	-	-	-	120	120	120
Instrumental Music (All SIM students) School Charge	-	-	-	15	15	15
Instrumental Music- Travel	-	-	-	25	25	25
Choir – (Years 3– 6 only)	-		40	40	40	40

Personal Items List

The cost for these will vary from student to student and year level.

- Stationery/personal items list
- Purchase of instrument, after the first year of instrumental music programme.

The school provides a personal items list at the end of each year for the coming year utilizing on line facilities. Students will need all of the items on the personal items list to complete normal classroom activities, however parents can purchase these requirements at their preferred supplier. The School P&C will receive 10% commission on all Back to School booklist purchases.

Other Optional Costs – Non Educational

Because these costs are non educational, GST is payable on these items.

- Year 6 dinner dance \$50
- Year 6 leavers shirts \$25
- School photos - price depends on package ordered.

Note: Students selected to attend events such as the National Finals of the Futures Problem Solving Competition or Robo Cup may be required to pay up to \$1,500 for participation in the event if it is not subsidised by fundraising.

Parents and Citizens Association – Special Projects Contribution (Voluntary)

The Parents and Citizens Association requests a contribution of \$50.00 per family.

This contribution has previously funded P&C projects such as additions to playground equipment, shade provision, undercover walkways and the enclosing of the covered assembly area as well as donations for the purchase of library books, sporting equipment and extra teacher resources. In 2015 the P&C funded the Athletics and Reading Eggs extension / remediation program, silver membership to SciTech, whole school behaviour movie, significant reading book purchases, excursions to cultural activities and made significant contributions for building and beautification projects across the school.

The P&C requests \$1.00 per person to become a financial member. This is usually paid at the first P&C meeting of the year and gives all paid up members voting rights.

7. SCHOOL DRESS CODE

Purpose

The following range of clothing has been approved and is available from the School Uniform Shop managed by the Parents and Citizens' Association.

Clothing which is of the same style and colour may be purchased from alternate sources. All purchases of school uniform must adhere to the policies outlined in the Ardross SunSmart Policy.

Dress Code

Where indicated "(Girls)", this item may be purchased for girls as an alternative to the other seasonal items on offer.

Summer

- (Girls) Dress - green & white check.
- (Girls) Leggings – bottle green or black.
- (Girls) Sports skirt & skort - bottle green.
- Polo shirts - yellow (preferably with school crest).
- Shorts - gaberdine, bottle green, no longer than knee length.
- Cargo shorts - bottle green, no longer than knee length.

Winter

- (Girls) Jazz pants - bottle green.
- (Girls) Sports skirt & skort - bottle green.
- Track pants - bottle green, stretch knit.
- Zip jacket or windcheater top - bottle green (crest preferable) stretch knit.
- Shorts - bottle green, gaberdine, no longer than knee length.
- Cargo shorts or cargo pants - bottle green.
- Polo shirt - long or short sleeve - yellow (crest preferable).
- Rain Jacket, nylon, fleecy lined - bottle green with yellow collar.
- Beanies, scarves, gloves and non-school coloured jackets may be worn to school but must be taken off at the first siren.

Sport

T-shirt in faction colour with faction logo or polo shirt in faction colour with white stripe down the left hand front with faction name printed in black and faction logo above *.

(Girls) Sports skirt - bottle green.

Shorts - bottle green.

* *Faction shirts are expected to be worn only on Physical Education or Sport Days*

Footwear

Covered shoes or sandals which are firmly attached by buckle or other means are required for normal school days, excursions etc.

For sporting activities appropriate footwear such as running shoes, are required.

Hat

An approved hat must be worn for all outdoor activities. An 8-10cm broad brimmed hat in bottle green must be worn. A "No hat, play in the shade" policy will apply.

Year Seven Leavers' Shirts

Graduating students may wear the approved Graduation (Leavers) Shirt instead of the polo shirt. Student names are to be collated at the end of Term I, the shirts ordered in early Term II and distributed later in Term II. The shirt is to be yellow or bottle green and have the Ardross Emblem on the front. On the back will be placed the graduating students' names and a reference to the year of graduation.

River Rangers

The school will provide all students selected as River Rangers with a navy blue tshirt to be worn when carrying out official River Rangers activities.

Interschool Sport

The Physical Education teacher will provide all students selected with an interschool sports uniform to compete in interschool sporting competitions.

Hair

Hair that reaches the collar must be tied back. Fringes must be out of eyes, either cut short or clipped back. No permanent hair dye is allowed. Temporary hair dye is accepted only at sports carnivals or on special dress up days.

Other

No jewellery may be worn, except for watches, medical bracelets and plain earrings sleepers or studs.

No make-up or coloured nail polish may be worn. Sun screen is encouraged.

No sport equipment, toys or games may be brought from home.



8. HOMEWORK POLICY OVERVIEW

RATIONALE

Ardross Primary School recognises that learning is an ongoing process which takes place in a variety of situations including the home and **encourages** students to complete homework. Homework is purposeful out of class learning that seeks to enhance the extent to which each child benefits from their education. It provides an opportunity for students to share their learning with their families, to consolidate work learnt in the classroom and to prepare for lifelong learning beyond the classroom experience.

We believe homework supports student learning by:

- developing independent learning, self discipline, time management and organisational skills;
- allowing students to practise the skills introduced to the class;
- extending students' knowledge;
- providing opportunities for individual research; and
- encouraging good study habits in preparation for further education.

PRINCIPAL

The Principal is responsible for overseeing the implementation and review of the policy, ensuring it is consistent with Curriculum and school plans as well as ensuring it is supported and implemented by all staff and communicated effectively to parents.

TEACHERS

Teachers are responsible for providing clear class homework procedures, with respect to work set from school, communicating these to parents and students, as well as ensuring the consistent application and management of these procedures. Teachers will encourage and acknowledge the completion of homework and communicate to parents their observations of children's completion of homework.

STUDENTS

Students are encouraged to be responsible for meeting the homework requirements of their teacher by completing work to the best of their ability.

PARENTS

To be successful, a child needs parent support. Parents are responsible for assisting their child to meet the homework requirements set by the teacher and to ensure an appropriate environment is established to enable a child to complete homework effectively.

If a parent feels that their child is not able to cope with homework that is provided, they should make an appointment to discuss this issue with the child's teacher.

Some **tips for parents** on how to assist their child with homework include: -

- Schedule a daily or weekly homework timetable - your child should have a specific time to do homework.
- Set up a homework area - your child needs a quiet place to study, away from distractions.
- Create a homework survival kit - does your child have all he/she needs to complete his/her assignments? Or do they waste time searching for pens etc?

- Support your child in completing homework, but don't do the work for them.
- Talk to your child about the importance of homework. When homework has been an ongoing battle, it is easy for everyone to feel negative about it. Your child needs to understand the value of homework. Your words and actions will communicate this message.
- Praise your child. It is easy to criticise your child when homework isn't done. It is a lot harder to give praise when work is completed. It is important to remember that your words of encouragement, more than anything else, will motivate your child to do his/her best.

"A Parent's Role is not Teacher; it is Coach and Cheer Squad."

GUIDELINES

Homework should:

- support the development of the student's independence as a learner;
- further the partnership between school and home and be seen as an opportunity for the home and school to work cooperatively to support the child's learning;
- not be dependent on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging upon reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be balanced across learning areas where possible, to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper primary years;
- be consistently applied, monitored and assessed in a whole-school approach, that is responsive to individual needs and learning area requirements;
- be clearly explained with sufficient written instructions and when applicable be revision of work that is understood by the students; and
- be checked regularly by the teacher.

Homework must:

- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is relevant, responsive to the individual needs, supported by classroom practice and where appropriate, developed in collaboration with students; and
- not be given as a punishment for students or as a means of securing discipline, however homework may be given for unfinished or unsatisfactory work.

Homework may be set for a variety of purposes. The most significant of these are as follows:-

- work completion;
- reinforcement/practice;
- development of good work/study habits; and
- extension for more able students.

It should also be noted that there are learning programs and situations where it may be determined that homework is not useful or appropriate.

It is reasonable that up to four (4) nights per week to be allocated for homework completion, leaving Friday night, thus ensuring time is available for students to be physically active, socialise and participate in other pursuits that develop them as a well rounded individual. This does not preclude teachers of upper primary years setting a Monday deadline for contract work, nor does it preclude students completing work on a weekend if they have been unable to do so on week days due to other important commitments such as sport.

Homework doesn't just have to be tasks set by the teacher. There are many tasks that children can perform at home that will support their development of essential life skills.

The following grid by renowned educator and expert in "Boys Education" Ian Lillico, outlines examples of tasks that can be considered as relevant "homework" activities for children in their home. The examples have been developed by Ardross Primary School to further explain the grid.

HOMEWORK GRID by Ian Lillico

Play a game with an adult e.g. board games, card games, active games or word and number games.	Physical activity e.g. run, walk, climb, explore or play a physical game or sport	Art e.g. use paints or craft materials to <i>create</i> a piece of art for display at home.
Read e.g. read for pleasure – choose a book that looks interesting and engaging.	Be read to e.g. share the joy of a favourite book with someone special.	Project research e.g. use home text resources, the library or the computer to research a topic.
Teach parents something you were taught e.g. teach parents a game, an activity or a new skill you have learnt.	Housework e.g. organizing and cleaning their bedroom, organizing their own homework area, or helping with other household tasks	Use computer for work e.g. use word processing to publish a piece of work or to research information.
Meditation / Spiritual e.g. relaxation techniques	Shopping e.g. choose the cheapest product, add up purchases, calculate the change.	Cultural / Music practice e.g. practice using a musical instrument or sing a favourite song.

APPROPRIATE TASKS AND TIME ALLOCATIONS

The following tables provide suggested examples of appropriate homework activities and time allocations for students from various year levels throughout the school. They do not provide a definitive list, but indicate the type of tasks that can be set for students to complete for homework that are appropriate for their level of development.

The suggested time allocations are based on the assumption that this is the time students spend engaged in completing homework. This time does not include time children spend setting up to ready themselves to complete homework. It is also acknowledged that some children will take longer than others to complete homework tasks. These times should be viewed only as a guide for teachers and parents.

Year Level	Appropriate Homework Tasks * Also refer to examples in the homework grid	Suggested Max Time
Kindergarten & Pre-Primary	<p>There will be no formal work set at the kindergarten/pre-primary level. Your child's progress will be assisted by the following:</p> <ul style="list-style-type: none"> • reading to her/him daily; • counting things whenever an interesting opportunity allows; • allowing him/her to help with cooking; • taking an interest in the things your child brings home and talks about from school; • having stationery available for his/her use – pencils, felt pens, scissors, paper, glue, etc; and • encouraging running, climbing, balancing, ball play (throwing, catching, kicking, batting), getting dirty (sand, mud, paint, etc). <p>For these to be useful, the child's interest must be engaged. If he/she isn't, try again another time.</p> <p>The teacher may also give parents ideas and suggestions for encouraging their child's development and to support the learning in the kindergarten /pre-primary program.</p>	No set time

Year Level	Appropriate Homework Tasks * Also refer to examples in the homework grid	Suggested Max Time
Years 1 - 3	<p>Homework in these early years should be limited to short tasks. These should form the basis of a positive opportunity for parents and children to enjoy learning together.</p> <p><i>Examples</i> of appropriate homework tasks in this area are:</p> <ul style="list-style-type: none"> • Nightly oral reading, reading for pleasure, adults reading to children; • Phonics, spelling and word recognition practice; • Establishing homework routines eg: bringing their library bag on the correct day, remembering reading book, pencils each day etc; • Finding pictures in magazines to support class work; • Discussing health/social studies activities with parents eg: bedtime, lunch etc; • Practice and reinforcement of number facts and basic operations as appropriate – Mathletics program provided by the P&C; • Spelling (look, cover, write, check) and multiplication tables (Year 3) – Reading Eggs program provided by the P&C; • Completing and showing what has been done; • Other activities may be given to consolidate classroom work. 	<p>10-15 minutes daily</p> <p>40-60 minutes weekly</p>
Year 4-5	<p>Homework in the middle primary years is most effective when the teacher developed a simple and effective routine for setting out the homework requirements, distributing the homework and marking it. Homework can be the vehicle for children, parents and teachers to work together to assist the child’s development. In the middle years of primary schooling, homework should provide children with practice and reinforcement opportunities and introduce them to the process of investigating and researching independently.</p> <p><i>Examples</i> of appropriate homework tasks in this area are:</p> <ul style="list-style-type: none"> • reading for pleasure; • assignments or projects (with sufficient timeline to complete) in areas such as Society and Environment, Technology and Enterprise, Science etc; • practice to reinforce number facts and tables – Mathletics program provided by P&C; • practice of mathematics concepts taught in class; • introducing research and problem solving tasks that recognize the limitations of the children’s access to references; • journal writing; • learning spelling words – Reading Eggs program provided by the P&C; • vocabulary building; • work completion eg: finishing a story, publishing of work; and • reading a story written by the child to parents. • 	<p>20 minutes daily</p> <p>80 minutes weekly</p>

Year Level	Appropriate Homework Tasks * Also refer to examples in the homework grid	Suggested Maximum Time Over a Week & Daily
Year 6	<p>Effective homework in the upper primary years includes, but goes beyond practice and reinforcement exercises as in previous years. Homework in upper primary:-</p> <ul style="list-style-type: none"> • seeks to strengthen independent study skills; • aims to motivate children to study by setting them interesting and challenging tasks that are related to their class work; and • as with the middle primary years, works best when the teacher develops a simple but effective routine for setting out the homework requirements. <p>An emphasis in homework for Year 7 students is on preparing them for the practices of high school.</p> <p><i>Examples</i> of appropriate homework tasks are:</p> <ul style="list-style-type: none"> • practice and reinforcement exercises arising from class work; • short and longer term tasks that develop time management skills; • assignments or projects (with sufficient timeline to complete) in areas such as Society and Environment, Science etc; • practice to reinforce number facts and tables - Mathletics program provided by the P&C; • practice of math concepts taught in class; • reading for pleasure; • book reviews; • journal writing; • learning spelling words - Reading Eggs program provided by the P&C; • vocabulary building; • work completion eg finishing a story, publishing of work; • work that involves research and investigatory skills but recognises the limitation of the children's access to references; • thinking challenges; and • development of time management skills through contracting. 	<p>30 minutes daily</p> <p>120 minutes weekly</p>



9. BEHAVIOUR DEVELOPMENT AND MANAGEMENT POLICY OVERVIEW

(Note: the Full Policy Document can be made available by contacting the school office. It was reviewed by the Staff and School Board during 2015.)

RATIONALE

The key to effective student behaviour management is high quality, positive relationships between teachers, students and parents characterised by trust, mutual respect and tolerance. Behaviour management involves detailed and effective planning to reinforce and encourage acceptable, appropriate behaviour. Teaching students to accept responsibility for their own behaviour and having respect for the rights of others are the ultimate aims of our school's behaviour management program.

The school community of Ardross Primary School believes that students, staff and parents have the right to work together in a supportive environment free from harassment and discrimination. Achieving this environment will maximise quality teaching and learning.

The following precepts underlie Ardross Primary School's approach to positive student behaviour development and management.

- 1. Consistency.** All staff need to embrace the policy and implement it as it is written. When staff choose to vary the procedures or discard them for whatever reason, the children notice staff inconsistency and issues of fairness and equity are justifiably raised. This inevitably leads to a weakening of the policy and its eventual breakdown.
- 2. Process.** The children are given a framework within which they can work. This means that as the policy is implemented, the children can see a logical progression and a relationship between their behaviour and the consequences. This tends to remove the issue of personality, as the procedure becomes not one of a vindictive teacher taking revenge for misbehaviour, but rather an impartial process that must be followed.
- 3. Repair.** It is unfair to punish a child for infringing the rules without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Counselling must be offered at the point of error.
- 4. Responsibility.** Children are responsible for their behaviour and need to accept this. If they achieve high standards, this should be acknowledged. If on the other hand they misbehave, the first step in changing the behaviour is an understanding that if they choose to misbehave, they are also choosing the consequences of that misbehaviour.
- 5. Communication.** Children are at school on loan from their parents. True education involves a partnership between school and home. It is vital that the children's behaviour, both good and bad, be reported to parents, sooner rather than later.

It is accepted that all staff will have various strategies for affirming positive behaviour and these should be applied with the same fairness and in the same consequential manner as the measures taken for negative behaviour.

SCHOOL RULES

1. We treat people fairly, respectfully, equally and with consideration for their feelings.
2. Our teachers have the right to teach.
3. Our students have the right to learn.
4. We act carefully and sensibly in the school environment.
5. We do not take other people's property.
6. Hats are always worn outside.
7. We obey the laws of Western Australia and the Commonwealth.

PLAYGROUND RULES

1. Act sensibly and carefully.
2. Treat others fairly, respectfully, equally and with consideration for their feelings.
3. Stay inside the school boundaries.
4. Walk; don't run, especially on the verandas and courts.
5. Dress appropriately – remember, “No hat - play in the shade”.
6. Sit down in the covered assembly area to eat and walk when you are allowed to leave.
7. Do not play, walk or run with sticks or other sharp objects.
8. Leave objects such as rocks and other materials where they are.

PLAY EQUIPMENT RULES

1. Walk along the platforms, no running.
2. Wait your turn, do not push past people.
3. Use climbing equipment and ladders only to get up or down - no jumping off.
4. Stay on the platforms - no climbing up or over the railings on any part of the playground.
5. Only one person per time on each of the commando climbing ropes.
6. Only two people per time on the climbing wall.
7. Stand clear at the bottom of the climbing wall, fireman's pole and commando climber.
8. Do not flick sand or make sand sculptures with sticks.

Monkey Bars

1. Take it in turns to cross the monkey bars - do not pass others.
2. Stay underneath the bars – do not climb on top of the bars.

Slide

1. Only to be used by Kindergarten to Year 4 students - Year 5-6 students play elsewhere.
2. Take turns, only one person on the slide at a time (“trains” are not permitted).
3. Stay on the slide - do not jump off.
4. Go down the slide only.
5. Keep the slide clean. Objects such as sand or honky nuts are not permitted on the slide.

SPORT EQUIPMENT RULES

1. Line up to sign out and return equipment – no pushing in.
2. You are responsible for your own equipment. Do not borrow equipment for anyone else.
3. Return your equipment as soon as the bell sounds at the end of lunchtime.
4. Ensure your name is crossed off the equipment register - do not dump the equipment and leave.
5. Use the equipment only for the purpose for which it was designed.
6. Advise the duty teacher or a Faction Leader if your equipment is lost or breaks.

RIGHTS AND RESPONSIBILITIES

Students have the RIGHT to:

- Respect, courtesy and honesty.
- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.

Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behaviour.
- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.

Staff have the RIGHT to:

- Respect, courtesy and honesty.
- Teach in a safe, secure, friendly and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperation and support from parents in matters relating to their child's education.

Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students.
- Ensure good organisation and planning.
- Report student progress to parents.
- Be vigilant about bullying and ensure all are aware of the school's policy.

Parents have the RIGHT to:

- Respect, courtesy and honesty.
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be addressed appropriately.
- Cooperation and support from teachers in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that their children attend school regularly and on time.
- Support the school in implementing behaviour management strategies, particularly in relation to their own children.
- Ensure that the physical and emotional condition of their children is at an optimum for effective learning.
- Ensure that their children are provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their children.
- Inform the school about bullying when appropriate.

ROLES AND RESPONSIBILITIES OF ADMINISTRATION AND STAFF

PRINCIPAL AND DEPUTY PRINCIPALS

- Provide a link between guardians and class teachers.
- Support teachers with student behaviour management.
- Discuss anti-bullying processes and praise students for taking a stand against it.
- Acknowledge and, where appropriate, reward positive behaviour, including promoting the whole school positive incentives.
- Document serious or ongoing student misbehaviour and assist in the development of Individual Behaviour Management Plans.
- Facilitate teacher/guardian/student conferencing.
- Initiate staff professional development as required.
- Advise parents of consequence of students receiving three Behaviour Warning Slips.
- Ensure staff are aware of students with Special Needs.
- Be culturally sensitive.

TEACHERS

- Make students aware of the School Rules and of their rights and responsibilities.
- Devise a set of class rules (consistent with school policy) which support the values in the Curriculum.
- Keep records of infringements of class rules.
- Acknowledge, and where appropriate, reward positive behaviour, including promoting the whole school positive incentives.
- Keep Administration informed of relevant parent discussions.
- Apply the school's behaviour management procedures consistently.
- Carry out playground duty diligently.
- Complete a Behaviour Warning Slip for students behaving inappropriately in the playground and forward to Deputy Principal.
- Be vigilant about all forms of bullying in the playground and classroom.
- Inform Administration and guardian of any student incidents that are considered serious.
- Be culturally sensitive.
- Ensure that rules are enforced consistently and are clearly understood by all students.
- Give opportunities for students to cool down.



A Whole School Approach to Developing a Positive Culture

At Ardross Primary School we aim to develop students' interpersonal and citizenship skills as key parts of the school curriculum.

These skills are to be addressed through the use of contemporary programs to better enhance students' skills of cooperation, tolerance and assertiveness. Activities are conducted in each class and across the school as part of work done in the Health and Physical Education and the Humanities Learning Areas.

Parents are informed via their teacher as well as through the school newsletters and other communication processes of positive approaches to behaviour development and management of students.

PROCEDURES USED TO ENCOURAGE POSITIVE BEHAVIOUR

The following are examples of activities and procedures used by the school to foster a positive whole school environment. Promoting the positive aspect of student behaviour at every opportunity is paramount.

WHOLE SCHOOL EXAMPLES	CLASSROOM EXAMPLES
<ul style="list-style-type: none">• Merit Certificates. Given to students for Academic Achievement, Endeavour or Citizenship. Awards presented at each assembly.• Faction Awards. Tickets that are given for positive behaviour are placed in the faction buckets in the office. These are tallied at each assembly. The winning faction receives a prize each term. There is also an overall faction prize (shield) for the total points. This is presented at the end of the year.• Display of student's work at the office, library or newsletter.• Letter of commendation.• Children sent to Principal or Deputies with examples of class work.• Peer selection of Year 6 students as Councillors.• Peer selection of Year 6 students as Faction Leaders.• Peer selection of Year 6 students as Environmental Councillors.• Recognition of student's achievements in the newsletter.• Special Whole School Events such as Dress Up Days.• Environment Award – to the class at each assembly that has shown pride in keeping their environment clean.	<ul style="list-style-type: none">• Praise• Letter of commendation• Writing in students' diaries – commendations• Certificates of achievement• Verbal encouragement• Stickers• Prizes and stamps• Raffle tickets in class raffle• Positive notes in diaries• Raffle prizes• Children sent to other class teachers with examples of class work.

BEHAVIOUR MANAGEMENT PROCESS FOR IN CLASS BEHAVIOUR

Ardross Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff adopt a consistent approach to eliminating disruptive behaviour.

Staff will employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring using the main elements from the following hierarchical process:

Kindergarten & Pre-Primary			Primary Years 1 - 7		
Level	1	Proximity, Praise and Reward	Level	1	Proximity, Praise and Reward.
	2	Rule Reminder and Warning		2	Name in the Classroom Behaviour Book and rule reminder and warning (no consequence).
	3	Loss of privilege		3	1st Mark in the Classroom Behaviour Book: Isolation (time out) in class and Think Sheet. After 3 isolations in a term, Guardian contact by class teacher.
	4	Isolation in class (time-out)		4	2nd Mark in Classroom Behaviour Book: Isolation (time out) in Buddy class and Think Sheet. Guardian contact by class teacher.
	5	Time in (Buddy) Teacher's Class		5	3rd Mark in Classroom Behaviour Book. Sent to Administration and isolation (time out) from all classes. Guardian contact by Administration.
	6	Administration Case Conference		6	In-school suspension – Administration to supervise in office. Note to guardian.
	7	Individual Behaviour Management Plan developed		7	Suspension – student not permitted to attend school for a designated period of time.
		Non-attendance where necessary			Other: Possible implementation of detention as part of an IEP.

- NB**
- a) After level 5 an Administration Case Conference would be necessary to develop an Individual Behaviour Management Plan.
 - b) For serious breaches of behaviour a student will be fast tracked to level 5.
 - c) Levels 2, 3, 4 & 5 Years 1–6 hierarchical over a one day period.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

An Individual Behaviour Management Plan is to be established when a student requires additional support to meet his or her individual needs or to modify his or her behaviour when the use of the general hierarchy is proving ineffective.

Staff, the students, a guardian and the school psychologist will be involved in the development of the Individual Behaviour Management Plan.

Individual Behaviour Management Plans must be documented to make clear the behavioural issues that are being addressed, desired outcomes, strategies to be used and the effectiveness of the strategies. Individual Behaviour Management Plans will be signed by all necessary parties as an acknowledgement of their commitment to the plan.

PROCEDURES FOR MANAGEMENT OF INAPPROPRIATE BEHAVIOUR IN CLASS

Class Teachers will use the main elements (1-5) of the following hierarchy; 6, 7 and 8 are the realm of administrators.

- 1. Proximity / Praise / Reward**
Where a student is misbehaving, praise at least one other student who is behaving appropriately, while moving within close proximity of the misbehaving student; praise the misbehaving student immediately he or she does something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.
- 2. Rule Reminder and Warning**
Referral to displayed rules. Reinforcement or questioning of class rules.
- 3. 1st Mark Next to Child's Name in Behaviour Book, Isolation in Class and Complete Think Sheet**
Further infractions of class rules leads to a student being isolated from other students/teacher's attention in the classroom. The child is still involved in the learning program, but separated from peers. Whilst the child is isolated, he/she is to complete a **Think Sheet** to reflect on his/her behaviour and consider the rules broken. The opportunity can be provided to the child to return when he/she makes a commitment for improved behaviour. Teachers are to notify the parents if the child reaches this stage three times in a term. (See Appendix 3 for example of the note.)
- 4. 2nd Mark Next to Child's Name in Behaviour Book, Isolation in Buddy Class and Complete Think Sheet**
 - (a) If the student continues to be disruptive, advise him/her of the rule broken and place the student in another classroom.
 - (b) Work will be provided to complete.
 - (c) The student must complete the "Think Sheet".
 - (d) The opportunity can be provided to the child to return when he/she makes a commitment for improved behaviour after about 15-30 minutes (or longer if the child has not settled down).
 - (e) Notification to be forwarded to the parent/s of the child being sent to a buddy class. An interview may be sought to determine possible reasoning behind the behaviour and to develop strategies to modify the behaviour (Appendix 4).
- 5. 3rd Mark Next to Child's Name in Behaviour Book, Sent to Office and Isolation from all Classes**
Further infractions of rules will result in the child being sent to the office with appropriate documentation where the child will remain isolated from classes for a period of time deemed appropriate by the Principal or Deputy Principal. The child will complete a think sheet and the Principal or Deputy Principal will contact the parents to inform them of the situation. The parents may choose to ask for a formal interview to discuss the matter with the Principal and the teacher.
- 6. In-School Withdrawal**
Disciplinary procedures. Student remains at the school but is isolated from other students. In-School Withdrawal is for serious breaches of behaviour or for repeated inappropriate behaviour. Parent/s will be notified and an interview sought. (See section 17 for guidelines.)
- 7. Suspension**
End of line management procedure that is used at the discretion of the Principal for serious breaches of behaviour. Parents informed of suspension and the associated procedures. (See section 18 for guidelines.)
- 8. Other: Detaining Students After School**
Where appropriate, as part of an Individual Behaviour Management Plan, a student can be detained after school as a consequence of a breach of school discipline. Detention in this context will apply to individuals or small groups of students; it is not the same as staff taking time at the end of the day to complete the educational program with their classes.

Regardless of the duration of the detention, it can only take place when staff has ensured:

- parents and/or caregivers have been contacted to inform them of the reasons for, and the duration of, the detention;
 - an arrangement is in place to get the student home after the detention; and
 - this arrangement has been agreed to by the parents and/or caregivers.
- Records of the use of detention must be kept.

PROCEDURES FOR MANAGEMENT OF INAPPROPRIATE BEHAVIOUR OF STUDENTS AT RECESS / LUNCH TIMES

Code of Behaviour

All students must adhere to the school's Code of Conduct in the playground. The duty teacher will warn or reprimand students who infringe the Code of Conduct.

INAPPROPRIATE BEHAVIOUR IN THE PLAYGROUND

Examples

- inappropriate language	- low level teasing
- undue rough play	- playing out of bounds
- running on the path	- inappropriate social behaviour (eg
- eating out of area	repeated shouting/playing in the toilets)

* Students will be advised of these and informed of consequences for repeated indiscretions.

PROCESS TO FOLLOW

1. Warning – Inappropriate Behaviour

Where a child is behaving inappropriately and breaking the Code of Conduct, the teacher can provide a warning to the child and where required record his or her name on a behaviour warning slip in the duty file. The student is also reminded of the next step if he or she continues with the inappropriate behaviour.

2. Accompanying the Duty Teacher

When required the duty teacher may ask a student demonstrating inappropriate behaviour to walk with them for up to 15 minutes. The child's name is placed on the slip provided in the duty file. The student is also reminded of the next step if he or she continues with the inappropriate behaviour.

3. Time Out for Discussion and Reflection - for Students with Repeated Inappropriate Behaviour

At recess time each day the Deputy Principal will collect the behaviour warning slips from the day before. He or she will place the slip in the pigeonhole of the child's class teacher.

Teachers are to keep a track of the number of slips that each child has.

The Deputy Principal will be notified by the teacher of any child who has been given three (3) warning slips. Notification will be sent home by the Deputy Principal to the parents advising them that their child will be spending time during a lunch time to discuss his or her behaviour as a result of gaining three (3) warning slips. (See Appendix 5 for an example.)

The Deputy Principal or Principal will notify the parents that the child will spend a lunchtime with them to be counselled and to complete a "Think Sheet" to reflect on their behaviour and the rules that he or she has broken, with the aim being to determine how to behave in the future. The Principal/Deputy Principal or other nominated staff member will supervise them during this time. Students will be provided with time to have their lunch and go to the toilet.

Each student will report at the start of lunchtime. If a student is late or does not appear he or she will need to make up the time. If the student continues to miss his or her time in time out then an additional consequence (i.e. additional time in time out) may be applied. If a student gains another three (3) slips after his or her first time in time-out, the consequence doubles - eg 3 slips = 1 lunchtime, 6 slips = 2 lunchtimes.

Note –

- A clean slate is provided at the start of each term.
- Classroom teachers are encouraged to remind the student of his or her time in time-out.

SERIOUS INAPPROPRIATE BEHAVIOUR (EXAMPLES)

- Violence/fighting or assault
- Abuse of a teacher
- Serious rough play etc
- Abuse, teasing or bullying of another student
- Refusal to follow teacher's instructions

ACTION REQUIRED FOR SERIOUS INAPPROPRIATE BEHAVIOUR

The child is escorted to the Office by the Duty Teacher for referral to the Deputy Principal, Principal or designated Senior Teacher. If the offence is deemed serious by the Deputy Principal, Principal or designated Senior Teacher, students will be fast tracked to level 5 and a parent of the child will be notified.

Consequences invoked by the Deputy Principal, Principal or designated Senior Teacher can include:

- time spent in time-out
- in school withdrawal
- suspension



10. BULLYING MANAGEMENT POLICY

At Ardross, we are committed to making a safe and caring school environment for students, teachers and community members by developing relationships based on care, mutual respect and open communication.

Bullying, in any form, will not be tolerated at our school.

1 PURPOSE

- To give all members of the school community a shared understanding of what constitutes bullying.
- To provide a clear procedure to deal with bullying.
- To maintain a commitment to the school ethos and purpose of providing a safe and caring environment free of bullying and harassment.

2 MEANING OF BULLYING

What is bullying?

Bullying is:

A repeated, unjustifiable behaviour that may be physical, verbal and/or psychological in nature that is intended to cause fear, distress or harm to others. Bullying is conducted by a more powerful individual or group against a less powerful individual who is unable to actively resist.

Cyber Bullying is:

Bullying that is carried out through an internet service, such as e-mail, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as SMS and other social networking sites.

Examples:

Verbal - Such as swearing, name-calling or spreading rumours.

Psychological - Such as exclusion or threatening gestures.

Physical - Such as hitting or kicking.

Power Imbalance - By a more powerful individual or group against an individual who is unable to effectively resist.

Cyber - Teasing, spreading rumours online, sending rude or unwanted messages, defamation.

What is a Bystander?

Bullying is often a public display of asserting power. Bullies often need an audience to reinforce their behaviour. A bystander is part of the problem with bullying if they do nothing when bullying occurs.

Bystander behaviour can inappropriately support bullying behaviour in the following ways:-

- Ignoring or remaining silent about the bullying behaviour.
- Providing the student who is bullying with social reinforcement such as being friendly to the student bullying and not saying anything about their behaviour.
- Maintaining the victim's role by avoiding or excluding them, and
- Gossiping about incidents and in the process enhancing the reputation of the student who is bullying.

Students can inappropriately support bullying behaviour in an active way by:

- Verbally encouraging bullying behaviour or laughing and smiling at the bullying.
- Preventing the student who is being bullied from escaping the situation.
- Shielding the situation from an adult view or acting as a "look out".
- Assisting the student to bully by holding the victim or their possessions.
- Acting as a messenger for students who are bullying, and
- Refusing to give information about the situation when asked.

Children observing bullying are encouraged to report it to a teacher.

3 RIGHTS AND RESPONSIBILITIES

All members of the school community have the right to be an individual, to be respected and treated with kindness, to feel safe and to achieve his or her personal best.

Students, parents and teachers have the responsibility to respect the rights of others and to help make our school a "friendly" place by being thoughtful, respectful and courteous to others. They have the responsibility to:

- Be observant to signs of bullying.
- Report incidents of bullying.
- Treat reports of bullying seriously.
- Follow the correct procedure in attempting to resolve conflict.

4 POSSIBLE SIGNS OF BULLYING

Children may:

- Be unwilling to go to school.
- Become withdrawn.
- Begin doing poorly in school work.
- Start stammering.
- Cry themselves to sleep.
- Start bedwetting.
- Refuse to say what is wrong.
- Have headaches and stomach aches.
- Have torn clothing, bruising or cuts.
- Bully siblings at home.
- Request extra money or lose valuable things.
- Self harm.
- Feign illness.

5 PRE-EMPTIVE MANAGEMENT OF BULLYING

STUDENTS

- Respect yourself and others
- Be assertive
- Learn to tolerate and accept individual differences.

PARENTS

As a parent you can:

- Talk to your child about what is happening at school.
- Support your child to be assertive but not aggressive in dealing with bullying.
- Encourage your child to be assertive but not aggressive in dealing with bullying.
- Be positive about your child's qualities and what he/she does.
- Encourage your child to be tolerant, caring and not to use aggressions to resolve conflicts.
- Talk to someone at school who can help, following the procedure below.
- Be aware of signs of distress in your child (see above).
- Assist your child to discuss the problem with a teacher where appropriate.
- Discourage any planned retaliation either physical or verbal, if your child is bullied.

STAFF

Staff should:

- Adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum, using a variety of strategies such as role plays, individual, group and home based activities.
- Provide positive role models for students.
- Be obviously present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playground.
- Model and discuss with students strategies to combat bullying, eg assertiveness, anger management, positive body language, etc.
- Be proactive about recording and/or reporting incidents occurring between students that appear to contain elements of bullying type behaviour.

6 PROCEDURE FOR REPORTING INCIDENTS

When you **hear** of an incident from a sibling or student from the school, try to establish:

- **Where** the incident took place – in the classroom, in the playground, on the way to or from school.
- **When** the incident took place – during class times, during morning or lunch break, before or after school.
- **Who** was involved – single student, group of students – any names where possible.
- **Why** it took place – money, equipment, friends, power, other.
- If any teachers or staff were notified.

Pass on this information to –

- The **Classroom Teacher** if it happened during school time or you are unsure of the time.
- The Principal or Deputy Principal if it happened before or after school or you feel it has not been dealt with satisfactorily.

7 PROCEDURES ON RECEIPT OF A REPORTED INCIDENT

1. All reports will be logged on to a response form by either the Classroom Teacher, Principal or Deputy Principal.
2. Incident to be investigated by Teachers, Principal or Deputy Principal where appropriate.
3. For serious bullying incidents the case is to be reported directly to the Principal or Deputy Principal for further intervention.
4. When the matter has been followed through, a response slip may be sent to an appropriate parent/caregiver and a copy kept for behaviour management records.
5. Confidentiality will be maintained.

8 MANAGEMENT OF BULLYING

STUDENTS

What to do if you are bullied –

STOP – What is going on?

- How do I feel?
- Is the situation really bothering me?
- Am I in danger?
- What do I want?

THINK – What can I do?

- Is this a bullying situation?
- What strategies can I use?
- Can I handle this situation myself?
- Do I need to ask for help?

TALK - To whom can I talk?

- Who is the best person to talk to?
- What do I want from my support person?
- How could I talk about it?

What can you do if you are a bystander?

- Care enough to do something about it, whether it affects you personally or not.
- Early intervention can diffuse a situation before it gets out of hand.
- Report it to a teacher, parent, Principal or Deputy Principal.

PARENTS

As a parent you can –

- Talk to someone at school who can help, following the procedure below.
- Assist you child to discuss the problem with a teacher.
- Discourage any planned retaliation either physical or verbal, if your child is bullied.
- Contact the school if you believe your child is being bullied.

STAFF

As staff we can –

- Be actively involved in the reconciliation process after incidents occur.
- Model and discuss with students strategies to combat bullying, eg assertiveness, anger management, positive body language, etc.
- Be proactive about recording and/or reporting incidents occurring between students that appear to contain elements of bullying type behaviour.
- Actively counteract bullying behaviour.
- Respond appropriately to any reported incidents of bullying.
- Address lower level bullying concerns and use the Method of Shared Concern (see 9 below) with students where appropriate.
- Ensure the incident has been followed through, a response slip sent to an appropriate adult and a copy kept for behaviour management records.

Once confirmed as a case of bullying, the perpetrator will then be placed on the Behaviour Management continuum and receive the appropriate consequence as outlined in the policy, dependent on the severity of the bullying and the current Behaviour Stage. They will also participate where appropriate, with the victim in the resolution process of Shared Concern.

9 USING THE METHOD OF SHARED CONCERN

Philosophy

The key to stopping bullying is getting those involved to talk about what is happening and decide on some ways to overcome the problem. The Friendly Schools, Friendly Families Project recommends that schools use the Method of Shared Concern where appropriate, which concentrates on finding a solution to the problem for all students involved. This strategy can also be used at home by parents.

The Aim of the Shared Concern Method

The Method of Shared Concern aims to change the **behaviour** of students involved in bullying incidents and improve the situation for the student being bullied. This method helps students to develop empathy and concern for others and gives them strategies that will help them to get along better with others in the school and at home.

With Shared Concern

1. Individual meetings are held, with each of the students involved in the bullying incident, eg the student or students bullying, the person being bullied and any bystanders who may have seen what was happening.
2. Each student is asked about the problem and to suggest ways he/she personally could help to improve the situation.
3. The student being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation.
4. There is a follow-up meeting or meetings, discussion and planning that give the students the opportunity to change and improve attitudes and behaviour and to put these into practice in a supportive environment.

Reference Materials:

There are a number of references available to assist with the issues of behaviour management and bullying. Some of these are available from the school.

Reference	Author
Friendly Schools Project	WA Centre for Health Promotion Research (Curtin University)
Friendly Kids, Friendly Classrooms	McGrath
Bullying in our Schools and What to do About it	Ken Rigby
Supporting our Sons in Schools	Reilly & Horton Jones
Bullying – Home, School and Community	Tattum and Horton-James
Bully Busting	Field
Bullying in Schools	Rigby & Slee
Boys & Schooling	Lillico
Class Act Theatre - Bully Busters Play	www.classact.com.au
What Can You Do About Bullying	Coosje Griffiths

School Psychologist

Access to the School Psychologist is available where appropriate to:

- assist in the development of individual behaviour plans;
- conduct appropriate academic testing of students;
- counsel students;
- advise staff; and
- advise parents.

The School Psychologist works closely with the School Learning Support Coordinator and Principal to ensure all students are catered for, especially those students who qualify for support through Schools Plus and those students on Individual Education Plans and Behaviour Management Plans.



Thank you for taking the time to read this handbook. Please do not hesitate to contact us if you have any queries at any time.

We hope that you and your child have a happy and successful stay at Ardross Primary School.