

# 2023

## Wundowie Primary School Parent Handbook

At Wundowie Primary School we aim to provide a safe environment for all children and the wider community. We believe that children need to be equipped with the necessary lifelong skills to help keep them safe and to make positive choices. We encourage the growth of our school community through positive and supportive relationships between school staff, parents and families and the wider community.



## Important Contacts

Front Office	(08) 9573 7250
School SMS Attendance	0418 924 097
Wundowie School Email	Wundowie.PS@education.wa.edu.au
Wundowie Facebook	Wundowie Primary School
Wundowie website	<a href="https://www.wundowieps.wa.edu.au/">https://www.wundowieps.wa.edu.au/</a>
School Watch	1800 177 777
School Security	(08) 9264 4771

## Instructional Hours

Kindergarten students attend Wednesday, Thursday (early close at 2:40pm) and Friday with the same instructional hours.

Monday, Tuesday,  
Wednesday, Friday  
8:50am – 3:00pm

### Recess

11:15 am – 11:30 am

### Lunch

1:30 pm – 2:00 pm

**Thursday 8:50am-2:40pm**

## Term Dates 2023

### Semester 1

#### Term 1

Wednesday 1 February – Thursday 6 April

#### Term Break

Friday 7 April – Sunday 23 April

#### Term 2

Wednesday 26 April – Friday 30 June

#### Break

Saturday 1 July – Sunday 16 July

### Semester 2

#### Term 3

Monday 17 July – Friday 22 September

#### Term Break

Saturday 23 September – Sunday 8 October

#### Term 4

Monday 9 October – Thursday 14 December

## School Development Days

Monday 30<sup>th</sup> January 2023

Tuesday 31<sup>st</sup> January 2023

Monday 24<sup>th</sup> April 2023

Friday 2<sup>nd</sup> June 2023

Tuesday 6<sup>th</sup> June 2023

Friday 22<sup>nd</sup> September 2023

## Public Holidays

Labour Day

Good Friday

ANZAC Day

WA Day

Monday 6<sup>th</sup> March 2023

Friday 7<sup>th</sup> April 2023

Tuesday 25<sup>th</sup> April 2023

Monday 5<sup>th</sup> June 2023

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# WELCOME FROM THE PRINCIPAL

*On behalf of the Wundowie Primary School community, I would like to welcome you  
and your family to our school.*

Wundowie Primary School is an Independent Public School that nurtures students in a safe and inclusive learning environment. Catering for children from Kindergarten to Year 6, our school is an established part of the Wundowie community.

Our challenge, through our motto 'Industry Achieves', is to develop successful learners who are able to reach their full potential by being hard working, conscientious, and productive. We also aim to develop students' health and well-being. This ability is further enhanced through our Independent Public School status, which allows us to produce learning environments conducive to our student needs. We believe that all students can learn the values of excellence, equity and care and will model these in and around the school community.

At Wundowie Primary School, we have high expectations for all children and we are focused on providing each child with every opportunity to succeed and develop the skills to become confident, lifelong learners. Our teaching staff deliver high quality education programs which are differentiated to meet individual learning needs. This includes the provision of appropriate intervention strategies for children requiring additional help, including remediation and extension.

As a school community we use the Positive Behaviour Support (PBS) Framework. The framework is a flexible whole school approach to improving children's mental health and wellbeing. Part of our approach is the Zones of Regulations program that help the students identify how they are feeling and categorise it based on the colours of green, yellow, blue and red.

From Year 1 to Year Six, students have the opportunity to work with our specialist teachers in Science, LOTE (Language Other Than English) and Technologies.

Community involvement is crucial to the success of any school. As a community we work to build strong connections between all stakeholders to accept a sense of shared responsibility through;

- Responsibility for the educational outcomes of the students shared between parents, staff and the wider educational community.
- Positive relationships between staff and community, and open channels of communication.
- Active parent involvement in whole school decision-making through the School Board and whole school surveys.
- An active and inclusive P&C and School Board that is accessible to all parents.
- P&C canteen operating one day a week.

I encourage you to become active and involved in the life of the school. I believe that together, we can provide the best education possible for your child.

Once again, I welcome you to our Wundowie community.

Yours sincerely

Georgina Wales  
Principal



## ABSENCES AND LATE TO SCHOOL

Punctuality and regular attendance are essential to a student's progress. However, if your child is sick it is best to keep them at home. A child who is not feeling well cannot learn properly and may infect other children.

If your child will be away for an extended period due to illness or holiday, please inform the school as soon as possible. If it is necessary for a child to be late or absent, a brief written explanation is required containing the following information:

- Date of absence
- Child's name
- Child's class
- Reason for absence
- Signature of parent or guardian

The school will generate reminder notes to parents when a reasonable explanation for absence is not received. All attendance data is recorded and reported on each semester report. The school is required to have attendance data targets and report to the School Board and the Department of Education on an annual basis.

Students arriving at school after 9:00am must sign in on Passtab on the Ipad in the front office and take the slip to the classroom teacher.

## ACCIDENTS/SICKNESS

Accidents and sickness are inevitable, no matter how careful we are. In the case of minor accidents or illness during the day, parents will be contacted to take their child home. Please do not send your child to school if they are unwell.

## ADMINISTRATION OF MEDICATION – POLICY & PROCEDURES

In line with Department of Education policy, staff are not able to administer medication or oversee students taking their medication without written parental permission.

If a child is under medication from a Doctor or has an ongoing medical condition which requires attention please complete the appropriate health care plan which can be obtained from the front office so that the appropriate procedures can be put in place.

**Children are not allowed to have medication in their school bags.**

## ASSEMBLIES

Assemblies are usually held on Wednesday afternoons. Assemblies are shown on the Term Planners along with other events. During each assembly, one class will present an item. Value Awards are presented to various children for their efforts or contributions in class. In addition, 'Good On Ya' winners will be picked and 'Aussie of the Month' award winners will be acknowledged.

Parents of award winning students will be notified in advance to allow them to ensure they are present. All parents and friends are welcome to attend.

## ARRIVAL TIME FOR STUDENTS

You are asked not to bring your child to school before 8.20am as staff are not available to provide an adequate level of supervision. Students arriving from 8:20am must wait in the undercover area until dismissed.



## BICYCLES / SCOOTERS

The following rules apply to students riding bicycles to school:

- Bicycles / scooters are not to be ridden on school grounds.
- Suitable safety helmets must be worn by all cyclists.
- Bicycles must be kept in the racks provided.
- Cyclists must provide a suitable locking device to secure bicycles.
- Students must walk their bicycles across the road.
- Bicycles should be fully equipped with bell, brakes, reflectors etc. and be maintained in good order.
- For easy identification, the engraving of an appropriate driver's license number on the frame is advised by the Police Department.
- The school and the Department of Education is not responsible for loss or damage to any personal items.

## BIRTHDAYS

We love to help you celebrate their day. If you would like to bring in cupcakes or a treat to share for this special occasion, please do so. Please check in with the classroom teacher to see if there are any allergies in the classroom.

## CANTEEN

The Wundowie Primary School Canteen is run by our P&C volunteers. The Canteen relies on the support of parent volunteers to ensure that recess and lunch can be provided. The Canteen is compliant with the requirements of the Department of Education *Healthy Food and Drink* policy. The canteen menu meets the DoE *Healthy Food and Drink* policy by offering a 'green' menu.

## CHILDREN'S PROPERTY

We strongly discourage the bringing of valuables, toys and sporting equipment to school and no responsibility is accepted for loss or damage to students' personal property. If an item is brought in for news, teachers, on request, may place it in a safe place for the day. Please also ensure that all property such as books, pencils, rulers etc. are clearly labelled so that lost or mislaid items can be returned to owners.

Money brought to the school **must** be handed to the front office for safekeeping.

## CHILDREN TRANSFERRING

If you are leaving our school and transferring to another school, please advise us ahead of time so that all your child's schoolwork can be collected, and Library books can be returned. This will also provide us with time to make sure that all records, books, medical cards, reports etc. have been completed or checked prior to the child's departure. Following the receipt of notification of enrolment in a new school, we will then transfer all records across to their new school.

## COLLECTING STUDENTS DURING SCHOOL HOURS

Parents, carers or an authorised person wishing to collect students during school hours must go to the Administration Office first where they will be issued with a printed slip from Passtab via the iPad in the Office.

This will ensure that appropriate adults are collecting children from the school. This slip is then handed to the child's teacher when picking them up from their classroom.

**Teachers are not permitted to release students unless this procedure has been followed.**



## COMMUNICABLE DISEASES

The following diseases require exclusion from school:

Chicken pox, **head lice**, influenza, measles, mumps, ringworm, rubella, school sores and trachoma.

Please check with the principal for the length of exclusion in each case. If in doubt consult your doctor. Parents will be asked to collect their children if they are suspected of having an infectious disease, and for a measles outbreak if the school has no evidence of immunisation. Always notify the school immediately after a diagnosis is confirmed by a doctor.

## COMMUNICATION WITH THE SCHOOL

We are very keen to work closely with families of Wundowie Primary School. There will be many opportunities for you throughout the year to meet all staff of the school. We encourage you to join us on these occasions.

**At the start of the year your child's class teacher/s will organise a class meeting during Week Three in the first term.**

Teachers are always happy to talk with you about your child's progress, however, should you wish to talk for an extended period, we request you make an appointment. This ensures teachers can provide you with their undivided attention, while enabling learning programs to continue without interruption.

If you have a concern to raise, please start with your child's teacher. If the issue has not been resolved, please feel free to speak to a deputy or the principal regarding your concern.

## CONNECT

School news, events and classroom news will be sent out via Connect as another means of communicating with our families. You can access Connect via [www.connect.det.wa.edu.au](http://www.connect.det.wa.edu.au). If you have any issues accessing Connect please let the front office know.

## DENTAL HEALTH

The Schools Dental Service operates from Northam Primary School. There are no charges for inspection and simple level treatments. However, we must have a consent form from parents before children can participate. Parents must also arrange transport. For further information, please telephone the Dental Service on 9622 2385.

## DRUG EDUCATION GUIDELINES

Our Drug Education plan meets are consistent with the Principals for School Drug Education. We promote a whole-school approach to Drug Education, where school staff, parents, students and the wider community work together to establish and maintain a safe environment. In order to be effective, drug education must be ongoing to meet the changing needs of the students at Wundowie Primary School.

### Key Areas of the Health Promoting Schools Framework:

#### Curriculum

- We deliver age-appropriate drug education content across all year levels following the WA Health Curriculum.
- We use evidence-based drug education resources such as *Challenges and Choices* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au))
- Refer to Health Scope and Sequences: Health and Physical Education Plan
- School administration supports staff to deliver appropriate drug education by allowing in-school time for planning, providing professional development opportunities for staff and allocating funds for resources and materials.
- Classroom programs focus on resilient skill development (Personal and Social Capabilities) and develop students' knowledge and understanding, attitudes and values and promote help-seeking behaviour.
- Learning is extended from the classroom to promote parent support of drug education programs (e.g. through communication to parents).

## Ethos and Environment

- A CHAT Committee with representatives from the teaching and administration staff, school health service staff, students and parents is supported
- Drug education is included in whole-school planning.
- All students have the opportunity to participate in drug education programs and initiatives.
- School administration supports staff attendance at professional development to broaden their understanding and enhance their confidence in working well with drug use issues.
- We have *Procedures for Incident Management and Intervention Support* and these are available for the community in the School Drug Response and Whole School Drug Education Plan as part of the BMIS Plan in consultation with the school community.

## Parents and Community

- Parents and families are involved in drug education initiatives e.g. Triple P
- Drug education information and strategies for parents and families are provided on a regular basis through a variety of methods such as the newsletter, website and at school assemblies.
- We include information in our parent and staff handbooks

## Guidelines for Engaging Guest Presenters

- The Department of Education does not recommend the use of guest speakers in the absence of a comprehensive alcohol and other drugs education program. New guidelines state that teachers are best-placed to provide drug education as part of an ongoing school program. For more information go to <https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf>

## Drug Aware School

**In the event of a drug use incident or where a student requires intervention for a drug use issue, the steps outlined in our Response plan in summary:**

- the parent/s will be notified by appropriate personnel
- the principal will consider notifying police if illicit drug use is suspected
- both students and parents will be offered support through appropriate interventions
- the incident or issue will be documented, and other relevant agencies involved
- respect will be given to privacy and confidentiality by and for all parties
- the health and well-being of all parties involved will be given priority.

## Possible consequences include:

- Breach of good standing
- Suspension
- Referral to counselling internal and external

Please refer to Wundowie Primary School's Drug Response and Education Plan as part of the BMIS policy.

***Wundowie Primary School does not permit students while on school premises, at any school function, excursion or camp to:***

- *smoke and/or possess tobacco products including e-cigarettes VAPS etc.*
- *consume, possess or be affected by alcohol*
- *possess and/or use pharmaceutical drugs for non-medicinal purposes*
- *possess and/or use aerosols (asthma aware school)*
- *possess and/or use illicit drugs*
- *possess and/or use drug-related equipment, with the exception of use for intended legitimate medicinal use.*
- *Consume possess caffeinated drinks*

## Sharps found on site

- Have someone stay with the sharp, don't leave it unattended (if possible).
- Send for a staff member immediately.
- Keep area clear of other children till an adult arrives.
- Do not attempt to pick up the sharp.

<b>Attitudes and values</b>	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.
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### Personal, social and community health- overview scope and sequence (WA Health Syllabus)

	PP	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Being healthy, safe and active</b>	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> <li>• saying 'no'</li> <li>• moving away</li> <li>• telling an adult</li> <li>• asking for help</li> </ul> <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> <li>• dialling 000 in an emergency</li> <li>• reading basic safety signs</li> <li>• accessing a safety house or a trusted network</li> <li>• asking a trusted adult</li> </ul> <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p> <p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none"> <li>• procedure and practice for dialling 000 in an emergency</li> <li>• locating safety houses and trusted networks in the local community</li> </ul> <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> <li>• personal hygiene practices</li> <li>• healthy eating</li> <li>• sufficient sleep</li> <li>• staying hydrated</li> <li>• regular physical activity</li> </ul>	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• school</li> </ul> <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none"> <li>• the body</li> <li>• friendships</li> <li>• feelings</li> </ul> <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• keeping calm</li> <li>• using appropriate non-verbal communication skills</li> <li>• seeking help</li> </ul> <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> <li>• healthy eating</li> <li>• appropriate levels of physical activity</li> </ul> <p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none"> <li>• using self-talk</li> <li>• seeking help</li> <li>• thinking optimistically</li> </ul> <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none"> <li>• positive self-talk</li> <li>• assertiveness</li> <li>• seeking help</li> <li>• sharing responsibilities</li> </ul> <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• being alert and aware of unsafe situations</li> <li>• using assertive behaviour and language</li> </ul>	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• mental</li> <li>• emotional</li> </ul> <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• internet-based information</li> <li>• community health organisations</li> <li>• publications and other media</li> </ul> <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• comparing food labels on products</li> <li>• increased physical activity</li> <li>• practising sun safety</li> </ul> <p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none"> <li>• minimising and managing conflict</li> <li>• recognising and building self-esteem</li> <li>• selecting and managing relationships</li> </ul> <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• refusing medicines, tobacco, alcohol or other drugs</li> <li>• improving the nutritional value in meals</li> </ul>

## ENROLMENT REQUIREMENTS

Enrolment applications for Kindergarten, Pre-Primary - Year 6 are not complete until an original Birth Certificate, Immunisation History Statement and current, relevant proof of address have been supplied.

Children must be enrolled under their legal surname. This is the name as stated on their Birth Certificate, if changed the original Name Change Certificate, which must be sighted.

Immunisations must be up to date on entry to school. These include Measles, Mumps, Rubella, Polio, Whooping Cough, Diphtheria and Tetanus. Immunisations can be obtained from your local GP or through the local Council Clinic.

## EXCURSIONS / IN-SCHOOL ACTIVITIES

Excursions and incursions provide vital support to classroom teaching programs. Classroom teachers will advise you of any forthcoming excursion/incursion well in advance. Whilst every care is taken to keep the cost to a minimum, these events require funding by parents. Charges are outlined in a "Summary of Charges" schedule, which is ratified by the School Board and is available at the office.

## FOOD ALLERGIES

We have several students who have severe food allergies. The most common food allergies are peanuts, tree nuts (walnuts, almonds, cashews etc.), cow's milk, soy, seafood and eggs. The symptoms of food allergy range from mild to life threatening, with anaphylaxis the most severe form of allergic reaction.

We need to make every reasonable effort to minimise the risk of exposure to known allergens within the school environment. School staff, the parents of the student with the allergy, parents of the student's classmates, the student themselves and their peers all have responsibilities to ensure the risk of an allergic reaction is minimised. We also need to make sure we manage this issue in a sensitive and appropriate way.

Firstly, we ask that parents do not provide food for their children at school that contain nuts. Whilst we cannot prohibit this we appeal to parents' sense of fairness and respect to those in this unenviable situation. Please remember that for some children this can be a matter of life or death.

As a school, we can minimise the risk by ensuring that:

- Students do not share food, utensils or food containers.
- Students with allergies only eat food that is prepared at home.
- All food and drink containers are clearly labelled with students' names to avoid confusion of ownership.
- Avoiding food that contains nuts and/or traces of nuts where possible.



## HEALTH AND WELLBEING OF STUDENTS

Children's health needs are supported in a number of ways. These can include:

- A registered nurse attached to the Health Department who makes regular visits to the school to conduct health checks.
- Our school psychologist who provides a range of services to children, parents and teachers.
- Our Chaplain who works with individual students, groups and families.
- Hair longer than shoulder length must be plaited or tied back so that it is not interfering with their vision and to minimise the possible transmission of head lice. This is expected of all students.



## INTERNET

The Department of Education's mandatory policy - "Students Online", governs all computer usage on our school premises. This policy also incorporates the use of photographic and DVD materials.

This means that through the Department of Education, Wundowie Primary School will make every reasonable effort to provide safe and secure online learning experiences for students when using the Department's online services. Parents will be provided with, and are required to complete, with their child, a consent form each year to ensure that our students understand the importance and privilege of using the on-line services available to them at school. This form needs to be returned to our school at the commencement of the school year so that the teaching and learning programs can incorporate the use of many interactive technologies.

## IN-TERM SWIMMING

Department of Education swimming classes are available to all children from Pre-Primary – Year 6 over two weeks during the year.

The school takes the view that all students should attend unless medically unfit to do so as we regard in-term swimming as an important part of our Physical Education program.

Tuition fees, bus transport and pool admission charges must be met by parents.

## JEWELLERY/MAKEUP

For safety reasons the only items of jewellery considered appropriate while at school are ear studs, sleepers, watches, or medical alert bracelets. Family support in relation to this would be greatly appreciated.

No makeup is to be worn to school. This includes light coloured lip-glosses.

## LIBRARY

Children wishing to borrow a book must provide a suitable library bag. Books and resources are borrowed for up to seven days and may be renewed after that time. Parents are asked to pay the replacement cost for any damaged or lost items.

## LOTE (LANGUAGE OTHER THAN ENGLISH)

Children from Year 3 to Year 6 are taught Indonesian as our Language Other Than English (LOTE).

Our specialist Indonesian teacher provides focusing on the learning of the Indonesian language and an understanding of the culture. Students will take part in one class of 60 minutes each week. Children from Kindy to Year 2 are taught Noongar for 30 minutes each week.

## MEDICAL CONDITIONS

The Department of Education promotes student health, manages student health care needs and identifies and minimises health risks, within the context of the schools' resources and the assistance available from specialist services.

Medical Conditions **must** be declared on the Enrolment Form. Details must be kept current during the year and reviewed at the beginning of each year. Parents of children with serious or life-threatening medical conditions must complete an Individual Emergency Action Plan to cover any contingencies that may occur at school. EpiPens and other forms of medication are stored in the front office for ease of access. **Parents are requested to collect their child's medication during school breaks to ensure that it is stored appropriately, whilst the school is unattended.** Please feel free to discuss your child's needs at any time with either the classroom teacher or a member of the administration team.

**Please ensure your child's medical details are kept up to date via the front office.**

**In the case of a serious accident or apparent serious illness, immediate medical attention will be sought without approval of parents. Parents will be notified of any action taken.**

## MONEY COLLECTION

If money is sent to school for any purpose, please place the money in an envelope, write your child's name, classroom number and the purpose and hand it into the front office staff.

Money collected on behalf of the P&C follows the same procedure but is placed directly in the letterbox labelled 'P & C' in the front office.

## MOBILE PHONE – STUDENTS

Students at Wundowie Primary School are **discouraged** from bringing mobile phones and smart watches to school.

We accept that there may be some situations where parents require students to have mobile phones and/or smart watches on the way to and home from school. Department of Education's policy is for all phones to be handed in on arrival to school for safe keeping. Phones will be returned as students depart for the day.



## PROTECTIVE BEHAVIOURS

At Wundowie Primary School, we believe that all children have the right to feel safe at all times but we also know that as parents, carers and teachers we cannot be with each child every minute of the day.

The physical and emotional impact of bullying, cyber bullying, child abuse and being exposed to family violence is now much better understood. Protective Behaviours is a personal safety program designed to equip children with the knowledge and skills to act in ways that reduce the likelihood of abuse occurring and help them to report abuse and to seek help, if abuse occurs.

As part of the Department of Education's commitment to being a child safe organisation, our school implements protective behaviours education that aligns with the Western Australian Curriculum across all phases of schooling.

The Protective Behaviours program is based on two themes:

**"We all have the right to feel safe at all times" and  
"We can talk with someone about anything, no matter what it is"**

The following topics will be covered:

1. **Theme One "We all have the right to feel safe at all times":**
2. **Early Warning Signs:** Students develop an understanding of their physical body signals when they are not feeling safe or are in an exciting or challenging situation.
3. **Safety continuum and problem solving:** Students learn to identify when they are feeling safe, when it's fun to feel scared, when they can safely risk on purpose and when they feel unsafe. They learn a problem solving strategy that identifies possible solutions to help them feel safe again.
4. **Theme Two "We can talk with someone about anything, no matter what it is":** Students learn to distinguish between safe and unsafe secrets.
5. **Networks:** Students identify adults who they feel safe to talk with and ask for help when they need it.
6. **Persistence:** Students learn to persist in asking for help until they feel safe again.
7. **Body Ownership:** Students learn about public and behaviours and public and private parts of the body, and body ownership.
8. **Personal Space:** Students develop an understanding of personal, and private space and to distinguish between safe and unsafe touches.
9. **Assertiveness:** Students learn to use an assertive tone of voice and body language in response to an uncomfortable or unsafe situation, and to tell an adult.
10. **Program Review**

## **PARENTING PLANS AND FAMILY COURT ORDERS**

Parents and carers are reminded that the School Education Act 1999 obliges parents to inform schools of any parenting plans, Family Court Orders or other orders that are applicable to their children. All details are treated in the strictest confidence.

All new Family Court Orders, or amendments, are important information for us. Please arrange to make an appointment with the Principal to talk through them.

## **PARENTS AND CITIZENS ASSOCIATION**

P&C meetings are held on regularly during the term. The P&C have a Facebook page that provides information for members of the school community and is available to answer questions. The P&C run our school canteen and a uniform shop. They also provide invaluable support to the school through fundraising additional funds which has recently been used for playground improvements.

## **PARENT PARKING**

Parking can be a problem for families given the numbers of families who need to drive to school. Please exercise caution when parking around the school.

## **SCHOOL BOARD**

Wundowie Primary School Board consists of parent representatives, a member of the P&C, staff representatives and the Principal. Members of the community may also be co-opted by the Board for specific duties as need arises. The Board meets regularly during the year. Both the P&C and School Board are vital components of our school and we strongly encourage you to become involved and play an active role in your school community.

The Board is responsible for:

- Reviewing priorities and objectives for the next planning cycle
- Reviewing the school's Business Plan and the Delivery and Performance Agreement
- Reviewing the Budget associated with the Business Plan to see that it is consistent with the priorities set
- Reviewing the Business Plan based on the analysis of student outcomes
- Reviewing the Annual School Report
- Reviewing the Schedule of Fees and Charges

## **SCHOOL FACTIONS**

Upon enrolment, students will be allocated to one of two School Factions: Gold and Red. Siblings will be allocated to the same faction. The Front Office and/or class teacher are able to advise you of the faction your child has been allocated.

## **SMOKING**

The school grounds are a smoke free zone and we prohibit smoking anywhere in the school, including the playground and oval. As a health promoting school, we believe adults have a role in modelling responsible behaviour and, as such, we request that you also not smoke in the area immediately around the school.

## **STUDENT RECORDS / INFORMATION**

During your child's time at Wundowie Primary School there will be changes to the information originally provided on their enrolment forms. You must advise the school as soon as possible as to any changes of address, telephone number, email address, emergency contacts or medical details.

Having this information ensures that, should we need to contact you regarding your child's welfare, we will be able to do so in a timely manner. It will also ensure that you do not miss receiving important information from the school.

## STUDENT REQUIREMENTS LIST (BOOKLIST)

Parents need to provide all personal items used by their child at the commencement of the school year. These articles are used continually and will need to be replenished as the year progresses. Please look regularly in your child's tray, bag and pencil case or speak to your child's teacher to determine their needs. Personal Item List are available from the office as required.

## UNIFORMS

The school strongly encourages children to wear uniforms to school. These items can be purchased from the school Uniform Shop that is run by the P&C.

### A school dress code:

- Fosters and enhances the public image of the school, and in building class, school and team spirit.
- Ensures students are dressed for specific school activities and encourages equity among students.
- Clearly identifies students when they represent the school, participate in excursions or attend school social functions.

### Our Dress Code.

- Shirts – School polo shirt. Jackets – School jacket or school wet weather jacket
- Pants / Skirts / Skorts –black shorts, pants, track pants or skorts.
- Footwear – sturdy enclosed footwear at all times.
- **Hair longer than shoulder length must be plaited or tied back.**

## VOLUNTARY CONTRIBUTIONS

While the Department of Education provides the basic school essentials, it is necessary for all schools to ask parents/carers to contribute towards their child's educational costs to assist the school in providing resources. The amount that a school sets for its Voluntary Contribution is decided annually by the School Board and cannot exceed \$50.00 for primary schools.

Information regarding these charges is communicated to families towards the end of each year or will be provided to parents/carers at the time of enrolment of their child.

Items purchased from this contribution purchase vital resources and enhance the quality of educational programs for all children at our school. We encourage you to support your children's education by making this contribution as early in the school year as possible.

**Voluntary contributions - \$50.00 for one child or family discount for two or more children of \$40.00 each**

## WEARING OF SUN HATS

Wearing of hats whilst involved in outside activities is compulsory throughout the entire year. We have provided sun safe hats for all students to wear as part of the uniforms provided in the Uniform shop. We encourage students to wear the school bucket hats, no caps please.

*Please ensure all items of removable clothing (e.g. jackets, hats) are clearly labelled, as they are often mislaid.*

The school policy is “*No Hat – No Play in the Sun*” for Terms 1 and 4.



# NEW CURRICULUM PROGRAMS TO BE IMPLEMENTED FROM 2023

## Digital-life education – it's vital

Digital-life education is something every 21<sup>st</sup> Century child needs – and it's an important inclusion in the School Curriculum. Every moment that your child spends on screen matters. Whether they're using apps like TikTok, Snapchat or iMessenger, or they're gaming on any one of the platforms out there that children find – they're being exposed to a HUGE audience of people.

Being a Digital Citizen is something that every single child is going to be exposed to at some time in their life – if not now, then soon. Before your child spends too much time playing online and leaving a digital footprint, we want to know that they know enough to keep themselves, and others, safe.

By the time your child is in late primary school, you might be thinking about giving them a mobile phone for when they start high school. They might have their own tablet at home too. Not every family allows time online – but we know lots do and we also know that when your child gets into high school, they're going to want a way to chat to their friends online.

If we, as parents, get on the front foot and really prepare our children for digital-life, we're not only doing them a favour in terms of protecting them from the obvious dangers, we're also looking after their future, we're teaching them a code of morals and ethics that they will use throughout their adult life, and we're doing our job as parents.

We know that children learn best by doing and experiencing and that's what the child platform offers – and immersive, secure and educational social media experience.

## What is DiGii Social?

DiGii Social is an automated social-media-like platform that teaches upper primary school children (in Year 5 and 6) the safeguarding skills of Digital Citizenship and Protective Behaviours in a safe and immersive environment.

The platform is secured within your school – no other children or adults can access it - and it's only available during the school day. DiGii Social is an educational resource that systematically teaches your child how to behave and be safe online.

The children's platform is just like regular social media – you can post pictures and words to friends, there are banners, feelings, emojis, GIFs. We use the latest in technology though, to analyse and moderate your child's interactions. Essentially, we're using your child's use of the platform to help them to learn the power of their words and pictures. All the Platform capabilities are interesting to understand, so, here's a very brief snapshot:

DiGii@School is Australia's favourite **evidence based** cyber safeguarding and wellbeing program to **meet the growing demand for digital life skill building**.

Progress reports against **Australian Curriculum** outcome takes the pressure off busy teachers.

Year 1-4 students are taught from comprehensive, step-by-step teaching guides, while Year 5-6 students put their skills to the test on a **live and immersive platform** that does all the teaching - little teacher time required to meet 60+ curriculum outcomes.

DiGii@School also offers a **home-school partnership, empowering families with the knowledge** via access to our Parent Platform.

We know children, as young as toddlers, are interacting in the online world via screens and pre-teens are putting themselves at risk of harm online **resulting in challenging behaviours the classroom**.

As teachers and adults, we need to be there with our students – **helping children build skills to keep them safe in an online world**.



## DiGii Social Curriculum and Tutorials

There is just SO much that your child needs to know – and have practised – before they're given free-reign on social media. These are the big areas we cover:

### Digital Health

1. Screen-time and why controlling it matters
2. Green time – getting enough time outside and the reasons why
3. Blue light, sleep and screens
4. Screens and eye health

### Digital Security

5. Creating a safe profile
6. Setting and checking security settings
7. Choosing a safe password
8. Clickbait – what it is
9. Clickbait – identity theft

### Digital Safety

10. Choosing online friends with care
11. Identifying and managing dangerous friend requests
12. Location identifiers appearing in tags and pictures
13. When, why and how to take screenshots
14. Defining and identifying cyberbullying
15. Protecting yourself from cyberbullying
16. When "It's only a joke" is actually cyberbullying in disguise
17. Why and when should you report
18. Understanding that reporting is anonymous and safe
19. Reporting for a friend or someone you know
20. Knowing when you need help
21. How to help a friend online
22. Staying connected to real world anchors
23. What is trolling and what's the response
24. Action steps to combat trolling

### Digital Identity

25. Who am I online? (DiGii - THINK)
26. Why comparing me to you doesn't matter (Self-acceptance)
27. Why likes and shares don't define you (Self-acceptance)
28. Bad language and profanity - What does it say about me?
29. Bad language and profanity - Would you say it to your grandma?



30. Bad language and profanity - It's disrespectful
31. Excluding others - Be careful
32. Excluding others - Think about their feelings
33. Putting people down - What does it say about you?
34. Putting people down - How do they feel?
35. Hate speech - Learn to tolerate difference
36. What's your permanent digital identity looking like?

### Digital Citizenship & Legalities

37. Consent - What does it mean?
38. Consent - Tagging and sharing images of others
39. Consent - Saying no to tagging and photo sharing
40. Inappropriate content - You've seen something and you're worried
41. Inappropriate content - You shared something and you're worried
42. Cyberbullying - What is it and what to do?
43. Cyberbullying - It's just not on
44. Being a Digital Citizen - What you scroll past is what you're willing to accept

### Digital Relationships

45. How to help a friend online
46. What to do when online friendships get tricky
47. Standing DiGiiTall - Being an upstander
48. Standing DiGiiTall - Looking out for friends online
49. Standing DiGiiTall - Doing, or joining in with things you know are wrong
50. When being a good friend means asking for help

## Other learning experiences

On DiGii Social there are boundless learning experiences for your child. From levelled quizzes, through to learning in the Chat Zone and the Fun Zone, we cover lots of big issues that help children to think about their possible responses before they're needed. We cover what happens on sleepovers and hangouts – when standards in families are different. We cover gaming life for boys and coping well with the frustrations in that space.

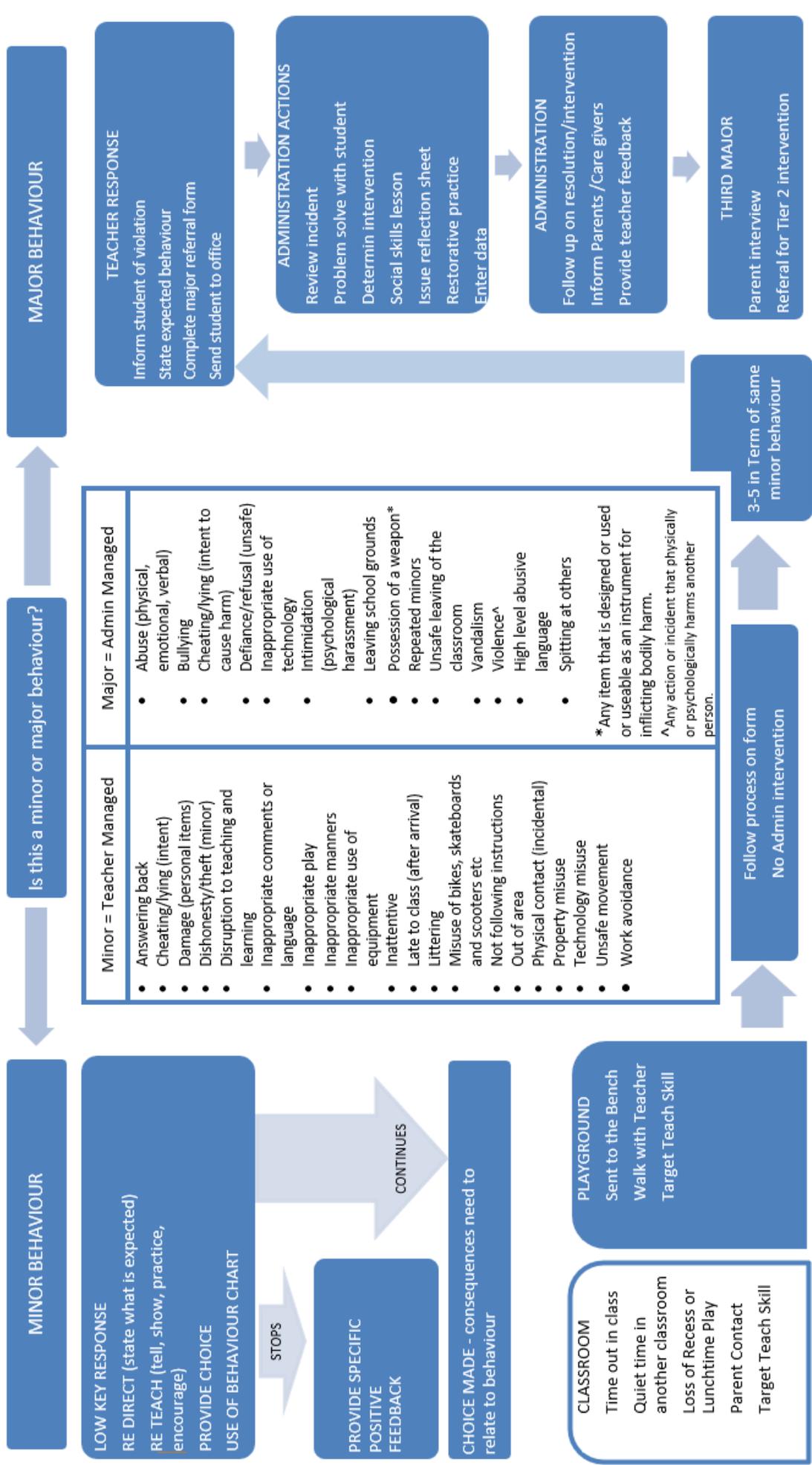
Wherever your child goes to explore on DiGii Social, we're giving them an educational experience that's fun, interesting, thought-provoking and transformative.





# Behaviour Pathway

BE CALM - CONSISTENT - BRIEF - IMMEDIATE - RESPECTFUL - PRIVATE



**MINOR BEHAVIOUR**

Is this a minor or major behaviour?

**LOW KEY RESPONSE**  
RE DIRECT (state what is expected)  
RE TEACH (tell, show, practice, encourage)  
PROVIDE CHOICE  
USE OF BEHAVIOUR CHART

**PROVIDE SPECIFIC POSITIVE FEEDBACK**

**CHOICE MADE - consequences need to relate to behaviour**

- CLASSROOM**
  - Time out in class
  - Quiet time in another classroom
  - Loss of Recess or Lunchtime Play
  - Parent Contact
  - Target Teach Skill
- PLAYGROUND**
  - Sent to the Bench
  - Walk with Teacher
  - Target Teach Skill

Minor = Teacher Managed	Major = Admin Managed
<ul style="list-style-type: none"> <li>• Answering back</li> <li>• Cheating/lying (intent)</li> <li>• Damage (personal items)</li> <li>• Dishonesty/theft (minor)</li> <li>• Disruption to teaching and learning</li> <li>• Inappropriate comments or language</li> <li>• Inappropriate play</li> <li>• Inappropriate manners</li> <li>• Inappropriate use of equipment</li> <li>• Inattentive</li> <li>• Late to class (after arrival)</li> <li>• Littering</li> <li>• Misuse of bikes, skateboards and scooters etc</li> <li>• Not following instructions</li> <li>• Out of area</li> <li>• Physical contact (incidental)</li> <li>• Property misuse</li> <li>• Technology misuse</li> <li>• Unsafe movement</li> <li>• Work avoidance</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse (physical, emotional, verbal)</li> <li>• Bullying</li> <li>• Cheating/lying (intent to cause harm)</li> <li>• Defiance/refusal (unsafe)</li> <li>• Inappropriate use of technology</li> <li>• Intimidation (psychological harassment)</li> <li>• Leaving school grounds</li> <li>• Possession of a weapon*</li> <li>• Repeated minors</li> <li>• Unsafe leaving of the classroom</li> <li>• Vandalism</li> <li>• Violence^</li> <li>• High level abusive language</li> <li>• Spitting at others</li> </ul>

\*Any item that is designed or used or useable as an instrument for inflicting bodily harm.  
^Any action or incident that physically or psychologically harms another person.

**TEACHER RESPONSE**  
Inform student of violation  
State expected behaviour  
Complete major referral form  
Send student to office

**ADMINISTRATION ACTIONS**  
Review incident  
Problem solve with student  
Determine intervention  
Social skills lesson  
Issue reflection sheet  
Restorative practice  
Enter data

**ADMINISTRATION**  
Follow up on resolution/intervention  
Inform Parents /Care givers  
Provide teacher feedback

**THIRD MAJOR**  
Parent interview  
Referral for Tier 2 intervention

3-5 in Term of same minor behaviour

Follow process on form  
No Admin intervention