

# MINGENEW PRIMARY SCHOOL



Be Safe

Be Respectful

Be Friendly

Be an Achiever



# Parent Handbook

## 2022



### SCHOOL CONTACT

The school can be contacted on 9928 2700 or by email at [Mingenew.ps@education.wa.edu.au](mailto:Mingenew.ps@education.wa.edu.au).

### TERM DATES 2022

#### For Students:

Term	Students Start	Students Finish
TERM ONE	Monday 31 January	Friday 8 April
TERM TWO	Tuesday 26 April	Friday 1 July
TERM THREE	Monday 18 July	Friday 23 September
TERM FOUR	Monday 10 October	Thursday 15 December

### School Development Days 2022 (Pupil Free)

Term 1	Term 2	Term 3	Term 4
Thursday January 27 Friday January 28	Tuesday April 27	Monday July 18	Monday October 10 Friday 16 December

### PUBLIC HOLIDAYS

LABOUR DAY  
GOOD FRIDAY  
EASTER MONDAY  
ANZAC DAY  
WESTERN AUSTRALIA DAY  
QUEENS BIRTHDAY

Monday 7 March  
Friday 15 April  
Monday 18 April  
Monday 25 April  
Monday 6 June  
Monday 26 September

### TEACHING, LEARNING AND ASSESSMENT – Every Child Matters Every Day

#### **Our Teachers are expected to:**

- ✓ Have high expectations for all students
- ✓ Provide formative feedback during lessons
- ✓ Make corrections at point of error when able
- ✓ Use participation tactics
- ✓ Use explicit instruction lesson delivery (I DO, We Do, You Do)
- ✓ Maintain a neat & orderly classroom environment

#### **Our students are expected to:**

- ✓ Demonstrate our school behavior expectations:  
*Be Safe, Be Respectful, Be Friendly & Be An Achiever*
- ✓ Take pride in the presentation of their work
- ✓ Demonstrate whole body listening
- ✓ Demonstrate readiness to learn in all classes
- ✓ Wear their school uniform

- ✓ Display student work samples in their classrooms
- ✓ Set a positive tone in their classrooms
- ✓ Develop productive relationships with students
- ✓ Demonstrate professional attributes
- ✓ Dress professionally

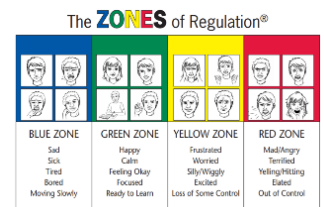
## INSTRUCTIONAL STRATEGY

Teachers aim to use evidence based instructional strategies throughout their planning and lesson delivery. Lesson delivery should be:

Intentional (WALT, WILF & TIB)  
 Sequenced (skills broken down & taught directly)  
 Clear & consistent language, instructions and expectations  
 Extensive modelling & demonstration including “thinking out loud” (I DO)  
 High participation tactics used and participation actively supported by the teacher (We Do)  
 Feedback is provided (active teaching)  
 Independence is the goal & differentiation enables all students to achieve success (You Do)

## ZONES OF REGULATION

Zones of Regulation is used as a whole school approach for explicitly teaching students self-regulation strategies. **The Zones of Regulation** is a framework for thinking as well as a curriculum geared toward helping students gain skills in consciously regulating their behaviors, including the management of their emotions and level of alertness. This, in turn, leads to increased self-control and problem solving abilities.



## HIGH IMPACT INSTRUCTION

We have a whole school pedagogy using the Targeted Teaching Instructional Framework, which is evidence based. We have an internal coach and use self-reflection and peer observations as a strategy to improve practice and embed it across our school. You will see a variety of high impact strategies used across our classrooms, such as daily reviews, mini whiteboards and think/pair/share to engage students and enhance their progress.

Targeted Teaching Instructional Framework					
Daily Review	Learning Intention	I Do (Show & Share)	We Do (Try & Transfer)	You Do (Apply & Action)	Review & Revise
<p>Review of core skill previous learnt</p> <p><input type="checkbox"/> (Re) teach – provide definitions and examples/non-examples</p> <p><input type="checkbox"/> Retrieve – close sentences, quizzes, verbal questioning facts</p> <p><input type="checkbox"/> Apply – Modelled and/or Guided and/or independent practice (I do, We do, You do)</p> <p><i>See Daily Review Instructional Sequence for more details</i></p> <p><input type="checkbox"/> CFU every 1-2 mins</p>	<p>Introduce the skill/concept to be explicitly taught</p> <p><input type="checkbox"/> We Are Learning To (WALT) Lesson goal</p> <p><input type="checkbox"/> What I'm Looking For (WILF): Success criteria</p> <p><input type="checkbox"/> Participation Tactics</p> <p><input type="checkbox"/> Pro nomic ing</p> <p><input type="checkbox"/> Active Tracking</p> <p>Choral Reading</p>	<p>Concept or Skill focused</p> <p><input type="checkbox"/> Present new material in small steps</p> <p>Models procedures – 'thinking out aloud'</p> <p>Provide examples and non-examples.</p> <p><input type="checkbox"/> Clear, consistent, concise language.</p> <p><input type="checkbox"/> CFU every 1-2 mins</p>	<p>Guided practice</p> <p><input type="checkbox"/> Teacher guides practice – bulk of instructional time.</p> <p><input type="checkbox"/> Use multiple opportunities and context.</p> <p><input type="checkbox"/> Constant CFU and student response. Clear Hinge point question at end of each variation.</p> <p><input type="checkbox"/> Provide timely and explicit feedback, clues or prompts – return to 'I Do' if needed.</p> <p><input type="checkbox"/> Continue to practice until 80% of class is fluent.</p> <p><input type="checkbox"/> CFU every 1-5 mins</p>	<p><input type="checkbox"/> Independent practice</p> <p>Individual work, differentiation for student levels.</p> <p><input type="checkbox"/> Teacher circulates and monitors and/or works with small groups.</p> <p><input type="checkbox"/> Engage students in focused questioning and feedback.</p> <p><input type="checkbox"/> Students continue to practice until skills are automatic.</p> <p><input type="checkbox"/> CFU every 1-5 min</p>	<p><input type="checkbox"/> Review key concepts and consolidate understanding.</p> <p><input type="checkbox"/> Check WALT and WILF.</p> <p><input type="checkbox"/> Opportunities for student self-reflection.</p> <p>Discuss learning.</p> <p>Use of traffic lights, exit passes, thumbs up/down etc.</p>

FULL PARTICIPATION	High Expectations
<p><b>Pro nomic ing</b></p> <p>Breaking a word into syllables/sounds to support correct pronunciation.</p> <p><b>Active Tracking</b></p> <p>Student track text while teacher reads.</p> <p><b>Choral Reading</b></p> <p>Student read along with the teacher.</p> <p><b>Inclusive Reading</b></p> <p>For longer text. Use of different text tactics.</p> <p><b>Choral Response</b></p> <p>Students respond verbally in unison to teacher question.</p> <p><b>Choral Reversal</b></p> <p>Like Choral Response, teacher just reverses the question and response.</p> <p><b>Pair Share</b></p> <p>Student A tells student B, and B tells A.</p> <p><b>Whiteboards – (Hover, Chin it, Park it, Cap it, Bin it)</b></p> <p>Students show understanding on whiteboards.</p> <p><b>Non-volunteer</b></p> <p>No hands up. Randomize selection (physical system of selection).</p> <p><b>Gestures/Movement</b></p> <p>Kinaesthetic gesture (finger spelling, air writing, syllable clapping, thumbs up, thumbs down, stand/sit, etc.)</p>	<ul style="list-style-type: none"> <li>Rigour/pace of lesson</li> <li>Differentiation tasks</li> <li>Grade level appropriate content/tasks</li> <li>Provision of Feedback</li> <li>Call and response attention signals</li> <li>Answer in Complete Sentences</li> <li>High behaviour expectations are reinforced</li> </ul>

Checking Continuum (CFU)		
Echo Checks	Cognitive effort	Hinge Points
<p><b>Checking for Interaction</b></p> <ul style="list-style-type: none"> <li>Continually happening</li> <li>Low to medium cognitive effort</li> <li>Student response is usually immediate</li> <li>Some feedback to teacher (who &amp; why)</li> <li>Rarely includes student explanation (cannot diagnose misconceptions)</li> </ul>		<p><b>Checking for Understanding</b></p> <ul style="list-style-type: none"> <li>Needed at pivotal points in learning</li> <li>High cognitive effort required</li> <li>Student response needs deliberation</li> <li>Process feedback to teacher (who &amp; why)</li> <li>Expects student explanation (can diagnose misconceptions)</li> </ul>

## **BEGINNING OF THE YEAR**

The school office opens the week before the children commence. The Principal and Manager Corporate Services are in attendance during normal school time for payment of Contributions and Charges, new enrolments and general enquiries.

## **ENROLMENT PROCEDURES**

When children are enrolled at the school, admission cards are completed and signed. The information on this card includes address and phone number in case of emergency. It helps greatly if you ensure that we are kept up to date with this information.

Requirements when enrolling:

- Copy of Birth Extract
- Copy of Immunization Records
- Letter detailing any specific medical condition and medication requirements.

**The school requires written evidence of any custodial rights in regards to children.**

## **STUDENT REQUIREMENTS**

Student Requirement Lists are issued for each class towards the end of each year, and a copy is available from the front office.

Some children like to bring additional personal items to school. If they do, it should be remembered that these items should be clearly marked.

Children will need a library bag, which is used to preserve and protect school library books when being carried to and from school.

## **MINGENEW PRIMARY SCHOOL CONTRIBUTIONS AND CHARGES 2022**

Each year, the School sets the Voluntary Contributions and Charges to be issued to each family in readiness for the year ahead. These Voluntary Contributions and Charges are approved by the school council and assist with the delivery of essential curriculum costs to ensure student outcomes are attained. Copies are available from the front office. Other essential school costs are outlined in each year's information package and we ask that these costs be attended to prior to the event or activity.

## **SCHOOL LUNCHES**

If you wish to purchase lunch for your children, Mingenew Bakery provides a price list at the beginning of each year. Only items on this lunch list may be ordered through the school lunch system as the menu has been especially produced to promote healthy diets.

**ORDERS** - Children are to bring their lunch order money in a sealed envelope with name, classroom and order listed on the front. The order should be placed in your child's class box prior to the start for the day (8.40 am.) Lunches are collected to at approximately 12.35pm. **Lunches can only be ordered on Mondays, Wednesdays and Fridays.**



## **HEALTH AND GUIDANCE SERVICES**

The School Nurse and School Psychologist pay regular visits to deal with routine matters as well as special referrals. Under normal circumstances the children will receive three health checks during Primary Schooling unless some specific complaint is detected which requires continual follow up. In some cases, parents/guardians will be advised. Children with learning difficulties or other problems which affect learning may, with parental approval, be assessed by the School Psychologist. Full details of any remedial action will be advised to parents/guardians. Visits by other agencies such as visiting disability teachers, Speech Pathologist, Occupational Therapists and other such services occur as needed.

There are some conditions that are deemed to be communicable by the WA Department of Health and parents may be asked to keep their child away from school if they are diagnosed with these.

Head Lice is something that frequently impacts schools during the year and parents are asked to regularly check their child's hair and report any incidences of head lice and commence treatment as soon as possible before returning to school. Information about the treatment of head lice can be found on the Department of Health website.

## **DENTAL THERAPY VAN**

The Dental Van will be located at the school for two weeks during the year and is a free dental service. Its purpose is to provide a preventative dental service for each child enrolled at this school during this time. Parents/guardians will be contacted through the school newsletter as to the timetabling of the Dental Van Program. We are expecting it to come in Term 3.

## **STUDENT - SICKNESS AND ACCIDENTS**

In the event of a child being sick or being involved in an accident, parents/guardians are contacted. All parents/guardians are asked to make sure that the school has an emergency telephone number or address

if they cannot be personally contacted. Please do not send a child who is feeling unwell to school as invariably we must contact the parents/guardians for the child to be sent home.

**Information on admission records must be kept up to date. The school should be advised immediately of any changes contact information and/or emergency contacts. Please see the Manager Corporate Services when updating information or send a note advising of any changes.**

### **MEDICATION**

**Please inform your child's teacher if your child is required to take medication during the school day. Parents/guardian are required to provide relevant information regarding long-term administration of medication in the student's health care plan or complete the relevant form for short-term administration of medication;**

The Principal will ensure:

- relevant forms are completed by parents/guardians
- a record of all medication administered at school is maintained
- medication is stored appropriately at school
- Supervision and administering of medication is at all times adhered to



### **DAILY TIMETABLE**

8.30 am	Students arrive at School
8:40am	Morning Fitness
9.00 am	Literacy Block
10.45 am	Morning Recess.
11.05 am	Numeracy Block
12.45 pm	<b>Lunchtime.</b> Children are supervised eating then move to playground
1.25 pm	Afternoon session. Children return to classes.
3.05 pm	Home time. (On Wednesdays, Early Close, the students finish at 2.35 pm

### **EARLY ARRIVALS**

Children are expected at school from 8.30 a.m. Children who arrive early will be required to sit at a designated area.

### **MONEY COLLECTIONS**

The school has planned activities, excursions and events for the year. The costs of these things have been outlined in the Information Package distributed at the end of each previous year or at the time of enrolment. There may be minimal additional costs that may arise throughout the year and it may be necessary to ask parents/guardians for additional money to cover these additional expenses.

As we do not include a set amount of charges for incursions, they are charged per student, per incursion. To ensure that we keep losses to the barest minimum, please ensure that money is placed in an envelope with your child's class, reason for money being sent i.e. Puppet Show etc., and amount enclosed. This envelope should then be handed into the classroom teacher unless advised otherwise. EFT is the preferred method of payment.

### **EXCURSIONS AND CAMPS**

Excursions: Throughout the year, classes may participate in a number of excursions to places of interest. Each class will plan/have planned excursions that are relevant to educational programs. Parents/guardians will be advised well in advance of such events.

### **BOOKCLUB**

Book club is currently coordinated by a parent/guardian. Catalogues and details for orders are distributed throughout the year to students. If you would like to be involved in this valued activity, please contact the school.

### **PARENTS & CITIZENS COMMITTEE (P&C) MEETINGS**

The P&C is integral to the successful functioning of our school. The role of the P&C is varied, and includes management of the school uniforms, running our library, fundraising activities and catering of school events. The P&C provides an invaluable link between children, parents and staff and allows parents to become actively involved in their children's formative schooling. The P&C also contributes to the positive messages going out into the community about the awesome work being done at Mingenew Primary School. Scheduled meetings will be advertised in the school newsletter. The P&C also have their own newsletter that is published monthly called the P&C Powwow.

### **NEWSLETTERS**

The school newsletter is published fortnightly and is an important means of communication between the school, parents/guardians and school community. It is sent out through Skoolbag. If you are unable to access Skoolbag, please advise the office and a hardcopy of the newsletter will be sent home with your eldest child. Alternatively, you may wish to receive the newsletter by email. Please provide your email details to the front office. The school also has a Facebook page where updates and information will also be posted. Please ensure you have completed the digital image permission information at enrolment and update as required as we regularly post pictures of our students on our Facebook page.

### **SCHOOL ASSEMBLIES**

School assemblies commence at 2.30pm every second Friday and are held throughout the year taking place in the School Library. Parents will be notified of the assembly timetable through the school newsletter. Major Assemblies are at the end of each term, usually in the last week.

### **FACTIONS**

All children are placed in a faction either Burges (orange) or Gregory (green). We endeavor to place all the children in one family in the same faction. On the days that there are carnivals i.e. swimming, athletics and cross country, children need to come to these events dressed in the color of their faction.

### **PHONES, GAMES AND ELECTRONIC EQUIPMENT**

Children **should not** bring electronic games, phones or other expensive games (including Apple Watches etc) to school as teachers cannot accept responsibility for loss or damage of this property. If IT equipment do need to come to school, students need to bring them to the Admin office to be kept in a secure box and collected at the end of the day.

### **CHILDREN LEAVING SCHOOL GROUNDS**

Children are not allowed to leave the school site without an early release note from the front office. Parents/guardians need to come to the Admin office and sign their children out before collecting them from their classrooms.

### **HOMEWORK**

Each student will be given homework that reflects the work they are completing in class. Students are expected to do home reading 5 nights per week.

### **ABSENCES**

Students who are away from school are required by law, to bring a note or have written confirmation from their parents/guardians explaining the absence. A Medical Certificate may be required to explain prolonged absences. You can advise the school of your child's absence via Skoolbag, email, phone or by note.

### **LOST PROPERTY**

Parents/guardians please make sure all clothes are LABELLED. If items are lost they are usually handed in as lost property located in the Teacher Prep room. Check with the Admin office to search for lost items.



### **LOST LIBRARY / READING BOOKS**

The school has a well-stocked library and spends a large amount each year purchasing new books and resources. The P&C Association also regularly contributes to the stocking of the library. The cost of these resources is ever increasing, and replacement of such resources is essential. We therefore must insist that the cost of replacing books lost or damaged by children, be borne by the parents/guardians. All children must also use a library bag in order to take library books home.

### **THE STUDENT- TRANSFERRING**

If your child is transferring to another school, please notify us in advance so that the necessary records, medical records, reports etc., can be made available.

### **THE STUDENT - ROAD SAFETY**

Children walking to school or riding bicycles need parental/guardian guidance and training in road safety. This will be reinforced at school, but the parents'/guardians' role is vital. Once inside the school grounds, bicycles must be walked to and from the bike racks.

### **SCHOOL BUSES**

Schools do not manage the school buses. This is done centrally through the Department of Transport. Parents wishing to use the school bus service must complete an online application with Dept. Transport.

School buses are operated by the following contractors:

Mingenew South Bus	Lisa Mills	0428 281 298
Mingenew North Bus	Anne Dilley	0477 824 880
Mingenew East Bus	Ric Starick	0472 724 313
Mingenew Irwin	Linley Starick	0472 731 597

Any queries concerning buses can be directed to the contractor. Conduct on school buses is subject to the supervision of, and control by parents, bus contractors and drivers. Any child who in any way misbehaves or threatens the safety of other passengers may be suspended from bus travel for a specified period of time.

**It is essential that you notify the school and the bus driver of any home time bus changes before 2.30pm (2pm on Wednesdays) where possible.**

### **YOUR CHILD'S PROGRESS**

It is our intention to keep parents/guardians regularly informed of their children's progress. Methods to do this will include:

- Sending home student work throughout the term
- 3 Way Conferences (Parent / Teacher Interviews)
- Parent / Teacher class meetings
- System Summative written reports (End of Semester 1 & 2)
- Newsletters
- Communication books/Diaries (upper primary), these are checked daily
- Special notes home as need arises
- Assemblies
- Seesaw
- Skoolbag/DoE Connect Community
- Case Conferences

Please not hesitate to contact your class teachers if you would like any information to do with your child's progress or to get strategies for assisting your child with identified focus areas.



## **PARENT/GUARDIAN INVOLVEMENT - WE NEED YOU**

The school has a strong commitment to parent/guardian involvement in the school. There are many opportunities for parents/guardians to assist in a wide range of capacities. New parents/guardians are particularly welcome, and your involvement is keenly anticipated in the groups within the school. The more formalised groups within the school are as follows:

Mingenew Primary School Council  
Parents and Citizens Association (P&C)

## **PARENTS/GUARDIAN AND CLASSROOM TEACHERS**

There are many ways in which parents can support the school and the classroom teacher. These could be:

- Attendance at Assemblies
- Assisting with Excursions and Camps
- Attending parent/guardian/teacher meetings.
- Assisting in grounds development, busy bees, etc.
- Clerical/Library assistance or other supportive roles
- Assisting in the classroom
- Helping with school sport



## **HATS**

Hats must be worn at all times when children are in the school playground. The rule “**NO HAT NO PLAY**” applies. Hats are available from the P & C uniform co-coordinator, Philippa Kupsch.

## **DRESS AND UNIFORM**

Department of Education guidelines allow for schools to decide on a school uniform that can be made available for all families to purchase at a reasonable cost and this is approved by the school council. The P & C manage the school uniform ordering and purchasing and the current representative is Philippa Kupsch. Uniforms can be ordered through: [www.quickcliq.com.au](http://www.quickcliq.com.au)

Students are asked to wear school uniform to create a sense of pride and belonging as well as make it easier on families when it comes to what their child may or may not wear to school. We ask that children wear appropriate and safe footwear (no thongs, heels, slippery soles etc).

## **SCHOOL CREED**

### *PRIDE & PERSISTENCE*

*At Mingeneu Primary we all say,  
Show Pride & Persistence in every way.*

We strive to keep our standards high,  
These lasting efforts will see us by.

For our environment we really care,  
We plant our trees for all to share.

Sportsmanship is the way to go,  
We all play fairly – friend or foe.

We care for others in our play,  
And that is how we want to stay.

Míngenew Primary is the place to be,  
We care a lot as you can see.

So don't forget our golden rule!

*Pride & Persistence is really cool!!*

#### **SCHOOL EXPECTATIONS**

***We follow and respect these Expectations to keep everyone safe and happy.***

## Mingenew Primary School




### Be Safe

Whole school

- I follow school procedures.
- I use equipment safely and in the intended areas.
- I keep my hands, feet, and objects to myself.
- I walk my bike to the bike stand.
- I keep my valuables at home.

Classroom

- I walk at all times.
- I keep my workspace organised.
- I keep the classroom tidy.

Eating Area

- I sit down while eating.
- I always eat my own food.

Playground

- I stay within the school boundaries where I can be seen by the duty teacher.
- I walk on paths.
- I wear my hat, otherwise I play in the undercover area.

## Mingenew Primary School




### Be Respectful

Whole school

- I follow instructions promptly.
- I speak politely and say please, thank you, sorry and excuse me.
- I code switch and use school language.
- I respect others' personal space and belongings.
- I take care of school property.
- I wear my school uniform.

Classroom

- I use "Whole Body Listening".
- I get to class on time.
- I allow others to learn and complete tasks.



Eating Area

- I put my hand up and wait quietly before moving to the playground.
- I pick up and dispose of my rubbish.
- I only touch my own food and lunchbox.

Playground

- I am considerate of other people, their equipment and their games.
- I give way to others and keep left.
- I keep out of garden beds and take care not to damage plants.
- I keep outside areas clean.
- I make sure all equipment is packed away before going to class.

## Mingenew Primary School

### Be Friendly

Whole school

- I greet people by saying hello and using their proper name.
- I use kind words when speaking to others.
- I help others when they are hurt.
- I include others.
- I congratulate and cheer for others.
- I am patient with others.

Classroom

- I help and encourage others in their learning.
- I am welcoming to class visitors.
- I take turns.
- I demonstrate positive body language.



Eating Area

- I allow others to sit with me.
- I help others open eating containers and packages.

Playground

- I play fairly.
- I help and encourage others in game play.
- I am a proactive bystander.
- I speak using appropriate language and volume of voice.

## Mingenew Primary School

### Be An Achiever

Whole school

- I always strive to achieve and try my best.
- I am an active problem solver.
- I work cooperatively with others.
- I make green choices.
- I encourage others to make green choices.
- I attend school regularly.

Classroom

- I focus on my work.
- I present my work to a high standard.
- I set goals and work hard to achieve them.
- I "have a go".
- I ask for help when needed.
- I persist when faced with challenges.
- I learn from my mistakes.
- I contribute to class discussions.

Eating Area

- I make healthy food choices.
- I take my uneaten food home.

Playground

- I follow game rules.
- I demonstrate good sportsmanship.
- I am graceful if I lose.

## MANAGING STUDENT BEHAVIOUR

We all know that students behave differently and for different reasons, therefore a punitive one size fits all approach to managing and responding to behaviour is not appropriate and does not work for all children. At Mingenew Primary School we have been working hard to imbed a Positive Behaviour Support approach.

Positive Behaviour Support (PBS) is a research-based, whole school framework which helps schools to create positive learning environments, aims to improve student's academic and behavioural outcomes, and is proven to significantly reduce the occurrence of problem behaviours in schools and is supported by a three-tiered model. The image below illustrates the increased intensity and/or complexity of behaviour support. At each tier there is an emphasis on **outcomes** in the form of agreed expectations for student and staff behaviour, **data** to guide decision making about what **practices** should be put in place to support individual student learning and social behaviour.

PBS views unproductive behaviours in the same manner that problems in reading or math are viewed...as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms. This informs students and staff that appropriate behaviour is a priority in our school.

### Behaviour Response Flow Chart

Outlined below, with a more detailed flowchart on the next page, are the steps staff members follow to respond to minor and major unproductive behaviours.

#### For minor behaviours:

- Level 1 – low key response (verbal and gestural) and re-directing (use PBS language)
- Level 2 – providing choice (verbalise the consequence)
- Level 3 – Deliver choice consequences
- Level 4 – Buddy Class
- 

#### For major behaviours:

- PBS Major Responses
- Admin referral & parent contact

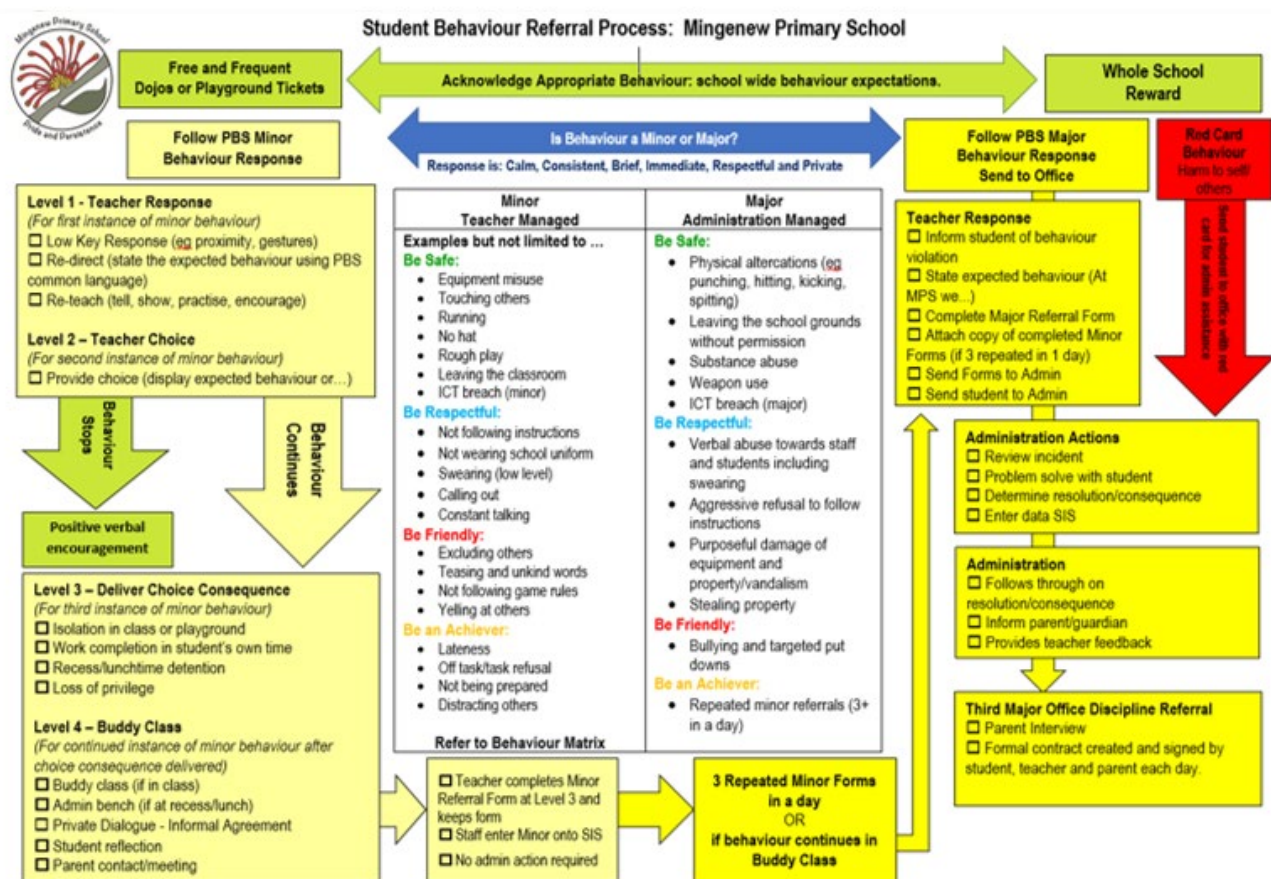
### Behaviour Consequences

Consequences given to students are to be age appropriate, and relevant to each individual student, their needs and their actions.

At the teacher and principal's discretion, some students have their own behaviour management plans and consequences which are specific to their needs. These identified students have plans which include escalation profiles, trigger warnings, appropriate staff responses and modified consequences.

### Critical Incidences

Each classroom is equipped with red emergency cards as the exit doors for teachers to send a student to the office to immediate Administration assistance with a student/s major behaviours.



## COMMUNICATING WITH THE SCHOOL

The relationship between the home and the school plays a very important part in a child's education. Parents/guardians play a critical role in successful learning: they 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/guardians and the school. Where a partnership exists, it is easier for parents/guardians to feel confident about the teaching and learning taking place in the classroom and to solve problems.

The school has developed a set of procedures for communication between parents, community and staff. This details the responsibilities of all parties, acceptable protocol and School and District procedures for reporting to parents, handling requests, enquiries and complaints. A full copy of this is available at the school office.

## MATTERS RELATING TO YOUR CHILD IN THE CLASSROOM

Teachers report student performance to parents/guardians and care givers in a range of forms. These could include formal and informal meetings and interviews, telephone calls, work sent home, class dojos, learning journeys and End of Semester student progress reports twice a year.

You are encouraged to maintain regular contact with your child's teacher. Please make an appointment with your child's teacher, at a time convenient to you both, to discuss your child's progress. This could be before or after school, or during the teacher's DOTT time.

## **OTHER SCHOOL MATTERS**

Other enquiries and concerns relating to school issues should be directed to the Admin office where the Manager Corporate Services will determine the staff member with responsibilities in that particular area. A message will then be passed on to that person for response. It may well be appropriate for the Principal to address the matter. This does not relate to private or personal messages which should be dealt with out of school hours unless of an urgent nature.

## **STAFF PRIVACY**

Enquiries and concerns regarding school and student matters should be dealt with through the school, in school time. All staff have the right of privacy out of hours and ask for this right to be respected.

### **What to do if you have a problem**

- 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.
- Decide whether the problem is a concern, a query or a complaint. This will help in finding a solution.
- Make an appointment to talk with the teacher. This can be arranged through the school office.
- 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.
- Remember that the teacher is your partner in your child's education. Positive two way communication is required for this partnership to succeed.

### **Parents and Guardians are responsible for:**

- Maintaining regular contact with their child's teacher to monitor the child's progress.
- Contacting the teacher to make an appointment at a time convenient to both parties to discuss student progress.
- Resolving concerns regarding student performance in a supportive manner with the child's teacher.
- Following due process to discuss issues regarding student performance with the principal if the matter is unresolved at classroom level.
- Communicating with school staff in school time regarding the business of the school.
- Taking the advantage of greater involvement in the school through the P&C, Association, Aboriginal Parents Committee, Positive Behaviour Learning Committee and School Council.

### **Teachers are responsible for:**

- Reporting student performance to parents/guardians regularly through a range of forms which could include meetings and interviews, telephone calls, portfolios, learning journeys and End of Semester student progress reports.
- Resolving parent/guardian concerns relating to student and classroom issues, where possible.
- Referring parent/guardian enquiries, concerns and complaints to the Principal where appropriate.
- Communicating with parents and caregivers in school time regarding the business of the school.
- Maintaining confidentiality in dealing with each enquiry.

### **The Principal is responsible for:**

- Ensuring whenever possible that concerns and complaints are resolved at the school level.
- Ensuring that enquiries, concerns and complaint procedures are communicated clearly to parents/guardian and community members.
- Ensuring that school policies and procedures are followed and/or modified where necessary to address areas of concern.
- Maintaining confidentiality in dealing with each enquiry.



## DEPARTMENT OF EDUCATION HOMEWORK GUIDELINES

“Every school is to have a documented approach to homework that takes into account the needs of students and the phase of their development, and reflects the context of the school.

Research indicates that homework can contribute positively to a student’s schooling when done consistently and purposefully. Homework indicates to the community that the school cares about the progress of its students. Working privately is an important skill for students to learn.

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can also extend the time available to the teacher for the monitoring of student progress.” Department of Education (2014)

### THE NATURE OF HOMEWORK

- Focus will be on Literacy and Numeracy
- Aspects of research
- Contract work over a period of time.
- Work which does not require parent/guardian assistance – self managing.

### QUANTITY AND TIME TO BE SPENT ON HOMEWORK

- Junior Primary (Years 1-3): 10 – 15 minutes per night (reading/sounds/spelling/counting etc)
- Middle Primary (Year 4/5): 15 – 20 minutes per night. (reading/spelling/tables)
- Upper Primary (Year 6/7): 20-30 minutes per night. (reading/spelling/tables/projects)
- Unfinished work may be sent home in addition to routine, scheduled homework.

**Encourage students to read every night.**

