



# MINGENEV PRIMARY SCHOOL

# Parent Handbook 2025

*We respectfully acknowledge the Southern Yamatji & Amangu people who are the Traditional Owners and First People of the land on which Mingenev Primary School sits. We pay our respect to the Elders past, present and future for they hold the memories, the traditions, the culture of this place where we live, work & learn"*

# School Contacts

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

For Students:

Term	Students Start	Students Finish
TERM ONE	Wednesday 5 February	Friday 11 April
TERM TWO	Tuesday 29 April	Friday 4 July
TERM THREE	Tuesday 22 July	Thursday 25 September
TERM FOUR	Monday 13 October	Thursday 18 December

## School Development Days 2025 (Pupil Free)

Term 1	Term 2	Term 3	Term 4
Monday 3 February Tuesday 4 February	Monday 28 April	Monday 21 July Friday 26 September	Friday 19 December

## Public Holidays during the school term

Labour Day	Monday 3 March
WA Day	Monday 2 June

## Every Child Matters Every Day

Our Teachers are expected to:	Our students are expected to:
<ul style="list-style-type: none"><li>• Have high expectations for all students.</li><li>• Provide formative feedback during lessons.</li><li>• Make corrections at point of error when able.</li><li>• Use participation tactics.</li><li>• Use explicit instruction lesson delivery (I DO, We Do, You Do)</li><li>• Maintain a neat &amp; orderly classroom environment.</li><li>• Display student work samples in their classrooms.</li><li>• Set a positive tone in their classrooms.</li><li>• Develop productive relationships with students.</li><li>• Demonstrate professional attributes.</li><li>• Dress professionally</li><li>• Engage in respectful &amp; professional relationships with their colleagues</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate our school behavior expectations:</li><li>• <i>Be Safe, Be Respectful, Be Friendly &amp; Be An Achiever</i></li><li>• Take pride in the presentation of their work.</li><li>• Demonstrate whole body listening.</li><li>• Demonstrate readiness to learn in all classes.</li><li>• Wear their school uniform</li></ul>

# The Learning Environment

## What we teach

At Mingenew Primary School we have selected high quality evidence based whole school programs that we teach across the school. These programs are aligned with the WA Curriculum outcomes. Sitting alongside our mainstream programs we use high quality tier 2 interventions from the Multi Lit suite to support students who require extra support in attaining skills in literacy. Teachers use the WA Curriculum to plan and assess in English, Maths, HASS, Science, Physical Education, Health, The Arts, Technology and Indonesian. To track student progress and measure the effectiveness of our teaching we have an assessment schedule that combines school-based assessments, standardized testing and system assessments. Tier 1 assessments we use include KAT (Kindergarten Assessment Test), On Entry (PP-Yr1), PAT Reading, PAT Maths, SA Spelling and NAPLAN. With clear benchmarks in place, we identify students who may require extra support or intervention – this may be in the form of a specific intervention program, an IEP or in class differentiation.

## How we teach

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

- Intentional (have a clear purpose that is aligned with WA Curriculum outcomes)
- 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)

High Impact Instruction:

We have a whole school approach to how we teach using the Targeted Teaching Instructional Framework (**Appendix C**), 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, these may include things like daily reviews, mini whiteboards, coral reading, and think/pair/share to engage students and enhance their progress.

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## Student behaviour & engagement

Student engagement is about the level of motivation, interest, and involvement that students exhibit in the learning process. We want students to be fully engaged so that they have positive learning outcomes. It encompasses emotional, behavioral, and cognitive dimensions, meaning that engaged students are not only attentive and participative but also invested in their educational outcomes. High levels of student engagement are linked to better academic performance, increased retention, and a more positive school experience overall.

## Zones of Regulation

Zones of Regulation is used as a whole school approach for explicitly teaching students self-regulation strategies. **The Zones of Regulation (Appendix B)** 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.

## Behavior Management

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. See **Appendix D** for details about the types of behaviour expectations that are explicitly addressed through PBS.

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 (**Appendix c**), are the steps staff members follow to respond to minor and major unproductive behaviours. As you can see, by the time we reach the point where we contact home, we have provided opportunities for your child to adjust their behaviour.

#### 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 or visit to the office to speak with the principal.

#### 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. Consequences may include removal from an activity, bench time at recess/lunch, suspension (in school or out of school), removal of privileges etc.

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.

Often children will go home and tell their parents that "my teacher told me off for no reason," but this is very rarely the case. Sometimes we do "get it wrong," but there are often many steps that we have already been through by the

time your child comes home with a complaint about being “told off.” Please work with us to ensure that children learn to be accountable and honest about their behaviour.

### **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 behaviour.

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## **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 - Australian childhood immunization register (ACIR) history statement
- Letter detailing any specific medical condition and medication requirements.
- Where appropriate the school requires written evidence of any custodial rights regarding children

\*If you are having difficulty accessing any of the above documents, please let the school know

## **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 -this is not encouraged. 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.

## **Contributions, Fees, and Charges 2025**

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.

# Health and wellbeing

## School nurse:

The aim of the school health nurse is to support children and their families to maximize health and development outcomes, with a particular focus on those who are most vulnerable. Students will normally receive three school health assessments. A teacher may request a health review if there are concerns including developmental, hearing, eyesight etc.

## School Psychologists:

The school psychology service plays a key role in supporting students' mental health and wellbeing. School psychologists are registered health practitioners who support the work of schools in enhancing student achievement, engagement, and wellbeing. They apply their expertise in mental health, learning, human development, behavior, and school systems. Students may be referred to the school psychologist where there are concerns around learning outcomes (where interventions have been unsuccessful), behavior concerns or social emotional support. School allocations are based on student needs and school psychologist have a limit to the number of cases they can accept in each school.

## School dental service:

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.

## 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. Please note there are some conditions that require a child to stay away from school according to WA Health regulations.

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 are at all times adhered to

## School Chaplain:

Fortnightly visits from a YouthCare school chaplain provide an extra layer of support for students and staff wellbeing. The school chaplain helps to support the school's wellbeing strategy and provide one-to-one support as well working with class groups.

## The Resilience Project:

The school uses resources from The Resilience Project to support student mental health and wellbeing and time is allocated by classroom teachers to engage student in the program weekly.

### Focus on social skills:

At Mingenew we have a strong focus on ensuring that our student can communicate confidently and clearly in a variety of social and formal situations. Students are provided with opportunities to develop skills in conversation, manners and relationship building via everyday interactions with peers and staff.

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## Daily timetable

8:30am -8:50am	Students should not be onsite until 8:30am Students arriving before 8:30am will be instructed to sit outside the office until classrooms open at 8:30am
8:50am-10:50am	First morning session
10:50am-11:10am	RECESS
11:10am-12:10pm	Second morning session
12:10pm-1:10pm	First afternoon session
1:10pm-1:40pm	Lunch
1:40pm-3:05	Afternoon session

**\*Wednesday EARLY CLOSE 2:35pm**

### Kindy program:

Term 1 & 2	Monday & Tuesday
Term 3 & 4	Monday, Tuesday & Wednesday

## 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 number 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

There is no requirement for a school to provide camps or excursions. These are provided at the discretion and in agreement with staff. Where a camp or excursion is provided there is an expectation that it is relevant to educational programs. Parents/guardians will be advised well in advance of such events.

## 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.

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### Newsletters

We aim to provide a school newsletter twice a term. It is sent out through Audiri and is published onto our school website. If you are unable to access Audiri or our website, please advise the office and a hardcopy of the newsletter will be sent home with your eldest child. 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. A hardcopy of the term planners will be provided each term to every family.

### School assemblies

School assemblies are generally twice a term and families will be notified of the date/time/location in the term planner and via school communication platforms. Staff use assemblies to highlight individual student achievements and/or present a class report or item. There will also be a PBS prize draw and other inclusions when relevant.

### 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

The Department of Education Student Mobile Phones in Public Schools policy bans students from using mobile phones from the time they enter school grounds to the conclusion of the school day. This includes smart watches and listening accessories, such as headphones and earbuds. Students found to using such devices during school hours 8:30am -3:05pm will have their device confiscated until it is collected by their parents. Parents are asked to carefully consider the need to provide such devices for their child and accept responsibility for managing this according to the Department of Education policy as stated above. Parents will contact the school office if they need to get a message to their child during school hours.

The only exception to this ban on mobile devices is for those students who require them to monitor medical conditions where a device is part of a documented medical plan: for example, a student requiring a diabetic monitoring device.

### Children leaving school grounds.

Children are not allowed to leave the school site without being signed out at the front office. Parents/guardians need to come to the office and sign their children out before collecting them from their classrooms.

## Homework

Students are expected to do home reading 5 nights per week. There may also be some tasks that students are required to complete at home for example: when a student has not engaged productively in a lesson and finished set tasks, if a student asks for extra practice.

Reasonable quantity and time that may be spent on learning at home.

Phase of learning	Time suggested on learning activities at home	Types of activities
PP-Year 2	15 minutes/night	Counting/reading/sounds/spelling
Year 3-4	15-20 minutes	Reading/spelling/timestables
Year 5-6	20-30 minutes	Reading/spelling/timestables/projects

**PLEASE prioritize listening to your child read as often as you can!**

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## Attendance:

Attendance at school is a legal requirement in WA and is recorded daily. There are times when your child will not be able to attend due to illness or unavoidable circumstances. Families are strongly encouraged to prioritize regular school attendance, especially when the absence is for holidays during the term, frequent trips to Perth etc. – these types of absences will be recorded as unauthorized. Teachers are not required to provide your child with learning materials or a program when the absence is unauthorized and if your child is away for medical reasons then it is presumed that they are not well enough to attend to learning, unless advised by a doctor. A Medical Certificate may be required to explain prolonged absences. You can advise the school of your child's absence via Audiri, SMS, email, phone, Seesaw or by note. Every absence impacts your child in some way. Please speak to the classroom teacher if attendance becomes problematic for your child.

## Lost property & school resources

Parents/guardians please make sure all clothes are LABELLED. If items are lost, they are usually handed in as lost property located in the office. Please remember that it is not the teacher and education assistants' job to keep track of all of your child's belongings, so labelling them clearly and encouraging your child to take care of their belongings is encouraged. If your child misplaces a library book or reading book, please note that you may be asked to replace this item.

## 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. Students are checked off as they leave each day to keep accurate records of who is on the bus in case of an accident so it is important that you communicate with us.

School buses are operated by the following contractors:

Mingenew South Bus	Lisa Mills	0428 281 298
Mingenew North Bus	Shirley Elliott	0477 824 880
Mingenew East Bus	Ric Starick	0472 724 313
Mingenew Irwin	Vicki Criddle	0427 281 047

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.

**You MUST notify the school and the bus driver of any home time bus changes before 2.30pm (2pm on Wednesdays) where possible.**

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## 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
- A parent-teacher meeting each semester.
- Semester 1 & 2 reports
- Seesaw
- Case Conferences & IEP meetings

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

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 formalized groups within the school are as follows:

- Mingenew Primary School Council
- Parents and Citizens Association (P&C)
- Attendance at Assemblies
- Assisting with Excursions and Camps
- Attending parent/guardian/teacher meetings.
- Assisting in grounds development, busy bees, etc.
- Helping with school sport

## Working With Children Requirement

As of July 1<sup>st</sup> 2023, the requirement for parent volunteers in their child's classroom has changed. Parents who volunteer their time will need to sign a *Parent and child volunteer declaration* form on an annual basis. This requirement is in place to protect all children in schools. You cannot volunteer if you have a current *Working with Children Negative Notice* or *Interim Negative Notice*. If you wish to volunteer, please ensure that you have signed the appropriate form at the front office.

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## 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. 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, heals, slippery soles etc.).

## Hats

Hats must be always worn when children are in the school playground. The rule "NO HAT NO PLAY" applies. Hats are available from the P & C uniform co-coordinator.

## School creed

### ***PRIDE & PERSISTENCE***

At Mingenew 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.  
Mingenew 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!

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## 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 the classroom.**

Teachers report student performance to parents/guardians and care givers in a range of forms. You are encouraged to maintain regular contact with your child's teacher. You will receive two formal school reports (Semester 1 & Semester 2) and be offered the opportunity to attend a parent-teacher meeting in Term 1 and Term 3. Outside of these times you may also be contacted by the classroom teacher requesting a meeting (face-to-face or phone call) Alternatively you may like to contact the teacher to request a meeting at a time that suits both you and the teacher.

### **Other school matters**

Other enquiries and concerns relating to school issues should be directed to the office where the Manager Corporate Services will determine the staff member with responsibilities in that 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 & right to disconnect:**

Staff at Mingenew are strongly encouraged by the principal to exercise their right to disconnect. Staff are not obliged to respond to messages outside of their normal working hours, during holidays and on weekends. 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 concern:**

- Identify the problem clearly before going to the school.
- Do you have the whole story/all the information?
- 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.
- When requesting a meeting please provide the staff member with some information about what you would like to discuss, this often ensures that the meeting is more effective as the staff member has time to prepare information or provide some advice.

### **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, and School Council.

## **Teachers are responsible for:**

- Reporting student performance to parents/guardians regularly through a range of forms which could include meetings, telephone calls, and End of Semester student 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.
- Ensuring the psychological safety and wellbeing of stakeholders (staff/students/parent/principal) is maintained.

## **How will we communicate with you?**

The school tried to find ways to communicate effectively with all families, therefore we use a variety of communication methods including:

- Personal phone calls
  - Emails
  - SMS
  - Facebook
  - Seesaw
  - Audri – details for downloading this app can be collected from the front office.
  - Please provide us with all current contact details when or if they change
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## **Visiting the school:**

Parents & caregivers are required to sign at the school office unless they are attending a whole school event such as a sports carnival, assembly, performance, or special whole school event (or instructed not to sign in).

Parents/caregivers must sign their child in or out when: arriving to school late or taking their child out of school during school hours.

## **Food at school:**

The school follows the Department of Education guidelines concerning the provision of food at school and will always try to find the healthiest option and consider any students with food allergies. There are currently no known food allergies in our school, but we insist that students do share food. Sometimes parents will provide a birthday cake or cupcakes for a child's birthday, and we request that this is done with the permission of the classroom teacher and limited to one cupcake or piece of cake per student in your child's class to be handed out by staff at a time that fits in with their daily routine. Please don't send lollies etc..

From time to time the school might provide food, for example a BBQ or a pizza. If your child does not like the food that is provided, please send them with an alternative.

## **Social media & digital images:**

The school uses Facebook to promote what staff and students are doing throughout the year and we also have a website. Parents are given an opportunity to provide permission for their child's images to be used on these platforms. Every effort is made to monitor activity on Facebook and we ask all families to engage responsibly with the school. If visitors to the page make inappropriate comments for example personal comments about staff, student or families or sexual, racist or discriminatory comments they will be deleted and blocked by the page admin.

Please remember that when you are at a school event and taking photo's/videos of your child that you must seek permission from other families if you wish to use the image. Not all families use social media and for some it may be an issue of personal safety. This also applies to any interschool event.

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## Carnivals:

Whilst there is no requirement in the Education Act that a school must provide events such as swimming carnivals or athletics carnivals, Mingenew Primary School students have an opportunity to participate in swimming, athletics & cross-country carnivals during the year. At the faction carnivals the two school factions of Burges & Gregory compete against each other in swimming, athletics, and cross country.

Faction Swimming	Junior Year 1-2 Intermediate Year 3-4 Senior Year 5-6	Student participation is valued, and novelty events are included in the program to maximize student engagement. Non swimmers participate in novelty events and any other event they can safely participate in. The event rules align with the interschool carnival constitution. Champion trophies/medals are award for Junior/Intermediate/Senior divisions
Faction Athletics	PP Junior Year 1-2 Intermediate Year 3-4 Senior Year 5-6	Student participation is valued, and all students have an opportunity to participate. The event rules align with the interschool carnival constitution. Champion trophies/medals are award for Junior/Intermediate/Senior divisions
Interschool Swimming	Intermediate Year 3-4 Senior Year 5-6	Students are selected using the results from the faction carnival. The event rules align with the interschool carnival constitution. Champion trophies/medals are award for Junior/Intermediate/Senior divisions
Interschool Athletics	PP Junior Year 1-2 Intermediate Year 3-4 Senior Year 5-6	Students are selected using the results from the faction carnival. There may be some students who are only in one event, they are still expected to represent the school. The event rules align with the interschool carnival constitution. Champion trophies/medals are award for Junior/Intermediate/Senior divisions
Cross Country	Age divisions	Faction cross country is run to align with the Eneabba Cross Country The top 3 students in each age division will be invited to participate in the interschool cross country
Other carnivals	These may include hockey, netball, football, tennis etc. and will be provided when the opportunity arises.	

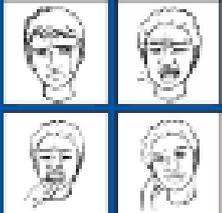
# Appendix A

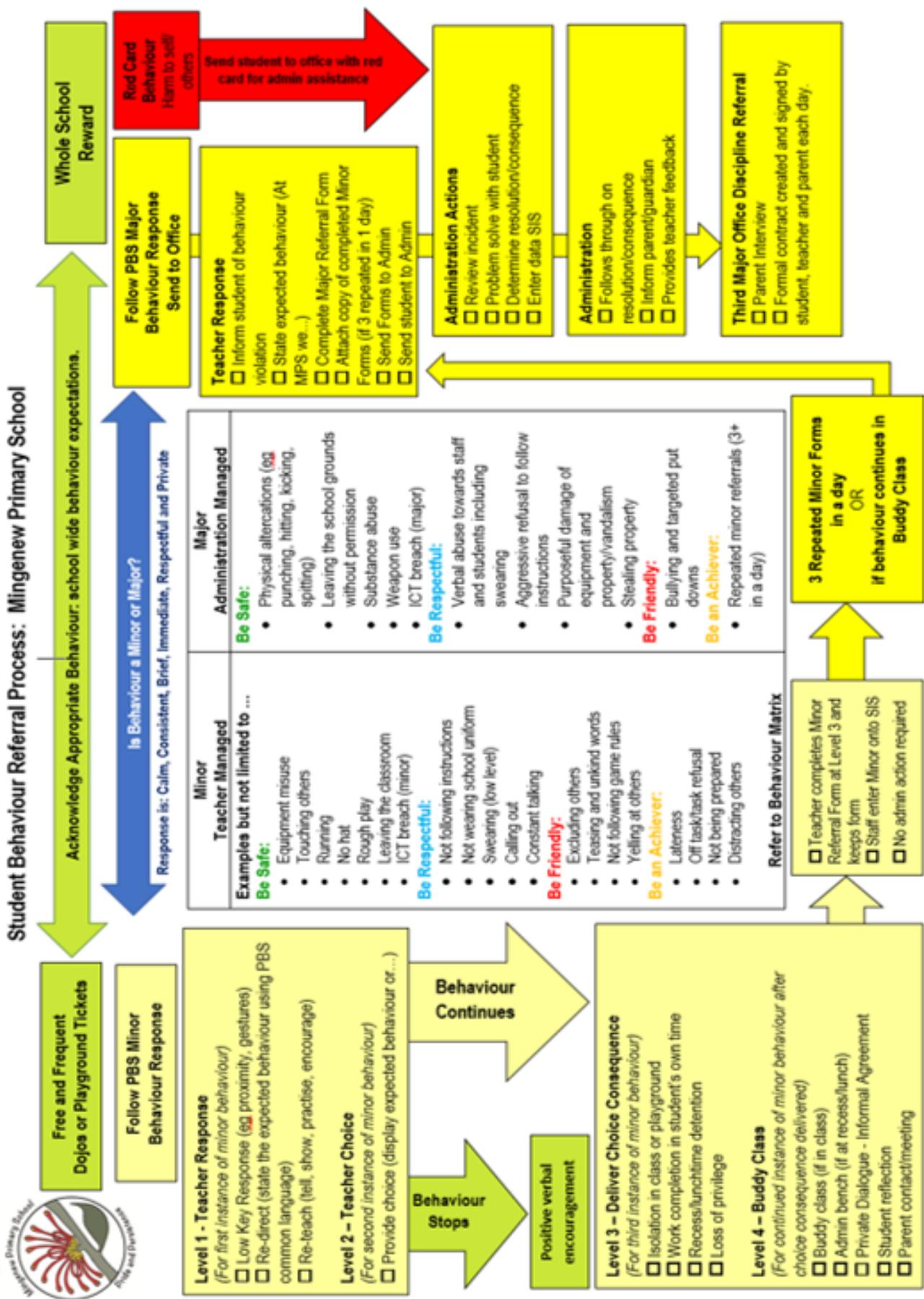
Targeted Teaching Instructional Framework					
Daily Review	Learning Intention	I Do (Show & Share)	We Do (Try & Transfer)	You Do (Apply & Action)	Review & Revise
<p>Review of core skill previous learnt</p> <p><input type="checkbox"/> (Re) teach – provide definitions and examples/non-examples</p> <p><input type="checkbox"/> Retrieve – cloze sentences, quizzes, verbal questioning facts</p> <p><input type="checkbox"/></p> <p>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-noun-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"/></p> <p>Clear, consistent, concise language.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></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 mins</p>	<p><input type="checkbox"/> Review key concepts and consolidate understanding.</p> <p><input type="checkbox"/></p> <p>Check WALT and WILF.</p> <p><input type="checkbox"/> Opportunities for student self-reflection.</p> <p><i>Discuss learning.</i></p> <p><i>Use of traffic lights, exit passes, thumbs up/down etc.</i></p>

FULL PARTICIPATION	High Expectations
<p><b>Pro-noun-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. Randomise 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)
	<div style="display: flex; justify-content: space-between; align-items: center; background-color: #4a7c59; color: white; padding: 5px;"> <span>Echo Checks</span> <span>Cognitive effort</span> <span>Hinge Points</span> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 45%;"> <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> </div> <div style="width: 45%;"> <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>Precise feedback to teacher (who &amp; why)</li> <li>Expects student explanation (can diagnose misconceptions)</li> </ul> </div> </div>

# Appendix B

# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



# Appendix D

## PBS SCHOOL EXPECTATIONS

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

### Mingenew Primary School




**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.

**Be Safe**

**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




**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.

**Be Respectful**

**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 games.

### Mingenew Primary School




**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.

**Be An Achiever**

**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.

### Mingenew Primary School




**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.

**Be Friendly**

**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.