

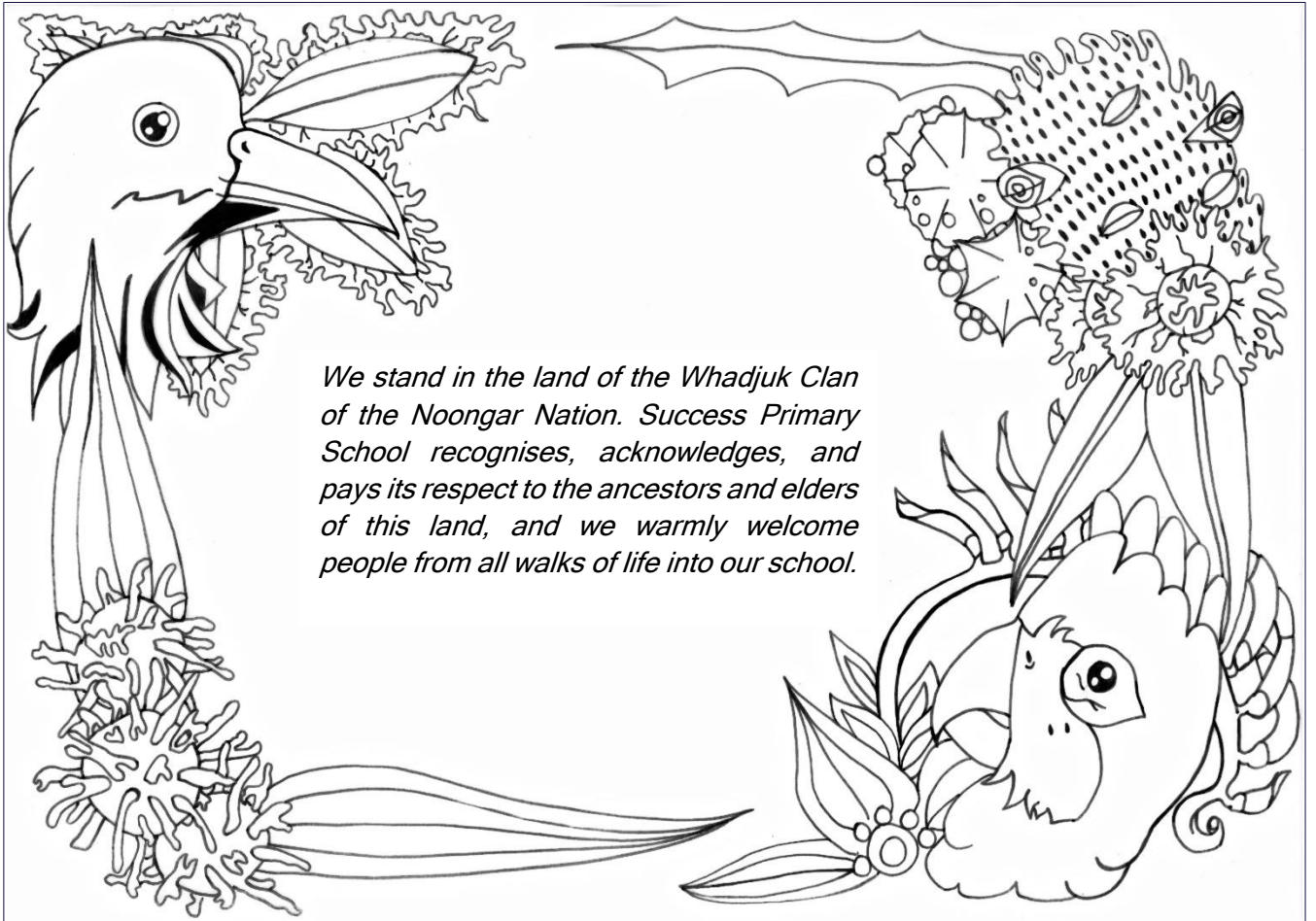


Success Primary School

# **PARENTS/CARERS INFORMATION BOOKLET**

## **2024**





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# SUCCESS PRIMARY SCHOOL

## **OUR PURPOSE:**      *Unlock your potential*

Our purpose is to unlock potential and empower students to learn and achieve by providing high quality teaching and a safe and supportive learning environment.

## **OUR VISION:**      **WE NURTURE   WE EDUCATE   WE CELEBRATE**

### **WE NURTURE:**

Every school day we have the opportunity to guide, support, lead and shape the behaviour and development of the students in our school. We can use this opportunity to nurture the emotional development of students, giving them the tools necessary to live a productive and satisfying life and to meet the challenges of a complicated, rapidly changing 21<sup>st</sup> Century world. We believe nurturing the emotional development of students will help them become connected future citizens, parents and employees and build the emotional intelligence required to exercise meaningful relationships and promote collaboration and inclusion.

### **WE EDUCATE:**

We approach each student as an individual learner and embrace a school culture that promotes learning. We have high academic expectations, inclusive for every student. We embrace rigorous assessment practices and gain feedback to inform future planning and teaching practice. Our curriculum planning, data collection and implementation is designed to challenge and support all students and assist them to construct new knowledge and life skills. We provide structured feedback to students to be transparent about and progress their learning. We explicitly teach collaboration, communication and critical thinking strategies as essential skills for their future. We use evidence-based strategies to drive school improvement.

### **WE CELEBRATE:**

We celebrate and acknowledge student success, growth and progress authentically in partnership with parents and caregivers. We aim for students to understand that real success comes from hard work and persistence and celebrating this motivates them even more.

### **WE VALUE STARS:**

**S**triving for success

**T**aking responsibility

**A**lways inclusive

**R**espect

**S**tay Safe

We hope that your association with SPS is a positive, productive and rewarding experience for all members of your family. We look forward to working in partnership with you, to provide the opportunities and experiences that will allow your child to reach his or her potential.

**Natalie McRobb**

**Principal**

## ADMINISTRATION STAFF

Staff	
PRINCIPAL	Natalie McRobb
ASSOCIATE PRINCIPAL	Kaye Blackburn
DEPUTY PRINCIPALS	Donna Howat Genevieve Caddy Rebecca Scoble Wood TBC
MANAGER CORPORATE SERVICES	Sue Criddle
SCHOOL OFFICERS	Judi Milne Tina Reeves Kathy Aylmore Kerry Pelliccione Michelle Matthews Donna Gates
LIBRARY OFFICER	Michelle Waghorn
LEAD EDUCATION ASSISTANTS	Helen McKenzie Alessia Montenegro

## SCHOOL TERMS

Term Dates				
SEMESTER 1	Term 1	* Wednesday 31 January 2024	-	Thursday 28 March 2024
	Term 2	* Monday 15 April 2024	-	Friday 28 June 2024
SEMESTER 2	Term 3	* Monday 15 July 2024	-	Friday 20 September 2024
	Term 4	* Monday 7 October 2024	-	Thursday 12 December 2024

\* Please check School Development Days below for term start dates.

The school year for students starts on **Wednesday 31 January 2024**.

## PUBLIC HOLIDAYS

Public Holiday Dates	
Labour Day	Monday 4 March 2024
Good Friday	Friday 29 March 2024
Easter Monday	Monday 1 April 2024
ANZAC Day	Thursday 25 April 2024
WA Day	Monday 3 June 2024
King's Birthday	Monday 23 September 2024

## SCHOOL DEVELOPMENT DAYS

In 2024 there will be 5 School Development Days (**Students do not attend**)

School Development Days	School Timetable	
<ul style="list-style-type: none"> <li>Monday 29 January 2024 (before students commence)</li> <li>Tuesday 30 January 2024 (before students commence)</li> <li>Monday 15 April 2024 (Term 2)</li> <li>Monday 15 July 2024 (Term 3)</li> <li>Monday 7 October 2024 (Term 4)</li> </ul>	Times	
	8:45 – 10:55	
	10:55 – 11.30	lunch (15 min eating)
	11.30 – 1:30	
	1:30 – 1:55	afternoon recess (5 min eating)
	1:55 – 2.55	

## 1:1 IPAD PROGRAM YEAR 1 – 6

Students in Year 1 – 6 are required to bring an iPad to school. For more information please refer to our school website under '1:1 iPad Program' [www.successprimary.wa.edu.au](http://www.successprimary.wa.edu.au)

All students are required to sign a 'Behaviour Expectations – iPad User Agreement' (see Appendix G) which is issued each year. It is strongly recommended that parents purchase the book bag with handle (on the Personal Items List) for the safe transport of iPads from classroom to classroom.

## ABSENTEEISM

Please notify your classroom teacher via email, in addition to the front office via [success.ps@education.wa.edu.au](mailto:success.ps@education.wa.edu.au) or by SMS to the school's absentee mobile **0419 968 364** if your child is absent from school due to illness or any other reasons. Please note that children who are away from school on family vacations will have absences recorded as unauthorised.

***If you receive an SMS notification requesting notification about your child being away, please reply promptly to avoid a phone call for verification. This simplifies the process and reduces the follow up workload required by our office staff and classroom teachers.***

If your child accesses the school bus service, the absence is still required to be reported to the school.

## Attendance

Punctuality and regular attendance assist in individual and class progress. If a child is to be late or absent, a brief written explanation is required (via letter, email or SMS) containing the following information:

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



Permission to leave the school grounds will not be granted unless written advice has been received from a parent. In the event of illness or accidents at school, parents will be contacted to arrange care for the child, if possible. As part of the school's legal responsibilities notes are kept on file by classroom teachers.

## Unauthorised Holidays

Families removing students from school for a period of time causes disruption to the child's learning. As these absences do not meet the criteria legally defined for children missing school, it is school policy that, other than daily reading plus access to Reading Eggs/Mathletics, no work will be set for students during their period of absence. As it is a legal requirement that children attend school, it is imperative you inform the school prior to taking your child out of school for a vacation.

## ALLERGIES/ANAPHYLAXIS

We are an allergy aware school. Please refrain from bringing nuts or food with traces of nuts into the school. The symptoms of food allergy range from mild to life-threatening, with anaphylaxis the most severe form of allergic reaction. Please be mindful that there may be other food allergies that exist in your child's class. The teacher will inform you of any other life-threatening allergies within the classroom.

### **Why is it important that our school becomes allergy aware and allergy friendly?**

- In Australia, more than 90% of fatal reactions to foods have occurred in children aged 5 years and older.
- Of those who have died from anaphylaxis, 90% have been allergic to nuts, the exposure was accidental and usually away from the home (including at school).
- We need to accept that food allergies *are* serious and that food allergies *can* be fatal.



## What is our school community's responsibility?

It basically comes down to a shared sense of *duty of care*. This means that 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.

## How can we minimise the risk?

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 their own home;
- All containers are clearly labelled with students' names to avoid confusion of ownership;
- Parents should avoid sending food to school that contains nuts and/or traces of nuts.
- For further information: <http://www.allergy.org.au/pospapers/anaphylaxis.htm>

## ASSEMBLIES

Please check the term planner for scheduled assemblies. Notices will also be sent out on Connect, Facebook and Instagram.

## AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

Students using an AAC device are encouraged to bring this to school daily and be fully charged to support effective communication.

## BICYCLES AND SCOOTERS

The National Safety Council recommend children not ride a bike to school until they are nine (9) or ten (10) years of age. Until this age, children have not developed sufficient peripheral vision for road safety. Children who ride bikes are required by law to wear helmets. ***Bicycles and Scooters must be walked in and out of the school grounds.*** The school provides bike and scooter racks for children who ride to school. Students are responsible for ensuring their bike/scooter is locked safely. ***No responsibility can be taken by the school for removal of or damage to bikes and scooters.***

## BIRTHDAYS

Classroom teachers are happy to acknowledge birthdays. However, to ensure that we do not place students with allergies at risk we ask that parents who wish to bring something only provide non-food items such as birthday hats, balloons or stickers. Please speak to your class teacher for clarification. We also encourage invitations to your child's birthday party are best handed from parent to parent discreetly to prevent uninvited children feeling upset.



## CANTEEN

The SPS school canteen, managed by the P&C association, will comply with the requirements of the DoE *Healthy Food and Drink* policy. The menu reflects the percentage of Red, Orange and Green foods outlined in this policy. Each school is to have a canteen committee with representation from the whole school community, including students, parents and teachers. The committee participates in the decision making process for the canteen menu, pricing, purchasing and maintenance of equipment etc. The menu changes according to the summer and winter seasons. Menus are available from administration, canteen or online. The canteen is open **Wednesday, Thursday and Friday** and lunches may also be ordered online [www.flexischools.com.au](http://www.flexischools.com.au) if parents would like to assist with canteen please contact the P&C on [successpandc@gmail.com](mailto:successpandc@gmail.com)



## CHILDREN TRANSFERRING SCHOOLS

When children are about to leave our school and transfer to another school, parents are asked to contact us at least a week or more beforehand. This will provide adequate time to enable the staff to ensure that all records, books, medical cards, reports etc have been completed or checked prior to the child's departure. It also allows us to farewell our students and wish them all the best for their new school.

## CLASS INFORMATION

At the beginning of the school year teachers outline the procedures and routines of the class. This will be posted on Connect.

Term 1	Term 2	Term 3	Term 4
Parent information booklet sent home by end of Week 2	Class newsletter sent home by end of Week 2	Class newsletter sent home by end of Week 2	Class newsletter sent home by end of Week 2

## COLLECTING CHILDREN FROM SCHOOL

When collecting your child from school during the school day for any reason, you must first sign your child out through the office.

### Guidelines for Student Early Pick Up

- If you wish to pick up your child prior to closure of the school day, please obtain a leave pass through the front office.
- School gates will be open at 2.45 pm.

## COMMUNICABLE DISEASES

The following summary has been sourced from the Western Australian Department of Health:

[www.health.wa.gov.au/~media/Files/Corporate/general-documents/communicable-diseases/PDF/2101-communicable-disease-guidelines.pdf](http://www.health.wa.gov.au/~media/Files/Corporate/general-documents/communicable-diseases/PDF/2101-communicable-disease-guidelines.pdf)

### Pediculosis (Head Lice)

The School Health Service ruling is to exclude from school until the hair is completely clean, i.e. no nits visible.

### Chicken Pox

Exclude from school. Re-admit when sufficiently recovered. Some remaining scabs are not an indication for continued exclusion.

### Conjunctivitis

Exclude from school until discharge from eyes ceases.

### Diarrhoea

Exclude for 48 hours after diarrhoea has ceased.

### Flu Like Symptoms

Please do not return until your child is generally free of symptoms.

### Glandular Fever

Exclude from school while symptoms remain.

### German Measles (Rubella)

Exclude from school. Re-admit upon recovery.

### **Head Lice**

Exclude until effective treatment has been instituted and nits removed from hair. Family contacts will probably be infested and should be treated

### **Hepatitis (Infective)**

Exclude from school. Re-admit on medical certificate of recovery or when symptoms have subsided, but not before 7 days after onset of jaundice.

### **Herpes (Cold Sores)**

Exclude from school until effective treatment (including proper use of occlusive dressings) has been instituted



### **Impetigo (School Sores)**

Red weeping spots. Admit to school if under treatment. Sores must be covered.

### **Measles**

Exclude from school. Re-admit on medical certificate of recovery, or at least 7 days from appearance of the rash if well.

### **Mumps**

Exclude from school. Re-admit on medical certificate of recovery.

### **Scabies**

Exclude from school until effective treatment has commenced. Family contacts will probably be infected and should be treated accordingly.

### **Streptococcal Infections**

Including glandular fever. Exclude, re-admit on medical certificate.

### **Trachoma**

Exclude from school until effective treatment has been instituted.

### **Vomiting**

Exclude from school for 24 hours.

### **Whooping Cough**

Exclude from school. Re-admit on medical certificate of recovery.

### **Head Lice**

Head lice are a common problem in all schools. Children who have head lice (nits) will be excluded from direct contact with other children and parents will be advised. An excellent information sheet on the treatment of head lice is available from the following website: [www.health.wa.gov.au/headlice](http://www.health.wa.gov.au/headlice)

Parents are also asked to regularly check their children's hair and to ensure that long hair is kept tied back. The school follows Department of Education regulations and Department of Health advice on the management and treatment of head lice in the school.

## CONNECT AND RESPECT - EXPECTATIONS

### What parents and carers can expect from our school?

Communication between you and our school is an important part of your child's education. Our school community thrives on open communication wherein staff, students, parents and carers have opportunities to share good news, discuss issues and maintain an open dialogue.

Our school is made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from our school:

- regular communication through:
  - Connect <https://connect.det.wa.edu.au>
  - Facebook <https://www.facebook.com>
  - Instagram <https://www.instagram.com>
  - Website [www.successprimary.wa.edu.au](http://www.successprimary.wa.edu.au)
  - SMS (via Outreach 0419 968 364 for absentees, and via SMS to whole school)
- reports on your child's progress and achievement:
  - Term 1 – Parent interviews
  - Term 2 – Semester 1 reports
  - Term 3 – Open Night
  - Term 4 – Semester 2 reports
- celebration of your child's achievements:
  - Block assemblies
  - Whole school assemblies
  - Newsletters
  - Book awards
  - Social media
- notification of any serious single issue or ongoing issues concerning your child:
  - Phone call
  - Email/letter
  - Case conference
  - scheduled opportunities to meet with the classroom teacher
  - other opportunities to meet with the classroom teacher, by appointment
- updates about important developments in your child's class via Connect each term
- notifications or invitations to our school events via Connect, Facebook, Instagram and SMS
- opportunities to provide respectful and productive feedback via the National School Survey in Term 3

### What parents and carers should not expect from our school?

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents and carers should not expect:

- our school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to our teachers' private phone numbers or emails
- our staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards our school staff
- teachers to take phone calls while they are teaching

You should contact our school if:

- you have concerns about your child's academic and social progress
- medical issues arise or diagnosis changes
- there are changes to family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment

### **Communication that interferes with teaching and learning**

- speaking to our staff disrespectfully or aggressively, especially in front of your child or other students
- expecting to meet with our staff during the school day without an appointment
- visiting the classroom during our teacher's preparation time before school
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip

If you have an important message to convey to your child's class teacher before school, please do so by email prior to 8.00am. Staff check emails prior to the commencement of a school day and will endeavour to respond to emails between 8.00am and 4.00pm Monday to Friday, within 48 business hours. Our focus is to commence the school day with a smooth transition for students and staff.

There may be times where staff will be sick and some morning emails may be missed. In this case, if parents feel the information is highly important and must get to the school on that day, please CC the school email address so that the administration team is informed. [success.ps@education.wa.edu.au](mailto:success.ps@education.wa.edu.au)

### **Communication methods**

Electronic communication, such as email, is appropriate for short, non-urgent and positive forms of communication. It is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face meeting so that issues can be given the time and attention they deserve. If in doubt, please speak to us.

If we do receive an email that is about a complex or emotional situation, we will respond with a brief message suggesting possible meeting times. This can be expected within 48 hours. Please do not expect to meet before, during or after the school day without first making an appointment or receiving a response. We also ask that parents and carers refrain from visiting the classroom during the teacher's preparation time before school.

### **Concerns and complaints**

Contact us as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child's teacher. For some matters, it may be appropriate to talk directly to our deputy principals or principal. Please see the Local Complaints Management Guidelines on the school website for more information.

Please be familiar with the following documents:

- Appendix A – Bullying Policy
- Appendix B – Connect and Respect
- Appendix C – Connect and Respect – Engagement
- Appendix D – Connect and Respect – Expectations
- Appendix E – Whole School Behaviour Management System
- Appendix F – Code of Conduct – Behaviour Expectations
- Appendix G – Code of Conduct – iPad User Agreement
- Appendix H – Internet Use
- Appendix I – Local Complaints Guidelines

## Restorative Practices

Where appropriate, a restorative practices approach will be used to deal with misbehaviour. Restorative practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in our school community. It is focused on helping students become aware of the impact of their behaviours on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after conflict has occurred.

Restorative practices promotes inclusiveness, relationship building and problem solving. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. The restorative practices process provides an opportunity for discussion with the student in relation to what has happened.



## Rights and Responsibilities

### Students have the RIGHT to:

- learn in a purposeful and supportive environment
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy, honesty and have their possessions respected
- demonstrate and promote a sense of pride in their school
- to be proud of their school



### Staff have the RIGHT to:

- teach in a safe, secure and clean environment
- teach in a purposeful and supportive environment
- co-operation and support from the school community in assisting to provide an appropriate education for all students
- respect, courtesy and honesty

### Parents have the RIGHT to:

- access a meaningful and appropriate education for their child
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education
- be informed of behaviour management policy and procedure
- access to information about their child's education and progress (academically, behaviourally and socially)
- respect, courtesy and honesty

### Students have the RESPONSIBILITY to:

- ensure their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept neat, tidy and secure
- attend school and be punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well-being of others
- treat others with respect and courtesy



### Staff have the **RESPONSIBILITY** to:

- be a positive role model
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationships with students and school community
- clear and effective organisation, planning and reporting of student progress to parents
- treat others with respect and courtesy



### Parents have the **RESPONSIBILITY** to:

- ensure their child attends school and is punctual
- support the school in providing a meaningful and adequate education for their child
- ensure their child attends school prepared to engage in the learning process
- be interested in and supportive of their child's schooling
- use the appropriate forum to discuss issues related to their child's learning
- treat others with respect and courtesy

### **CRUNCH&SIP®**

SPS implements Crunch&Sip® to support students to establish healthy eating habits whilst at school. Students are encouraged to eat fruit or salad vegetables while at school and drink water in the classroom and throughout the school day. It is not to be used to provide an additional break for students during the school day. Please encourage your child to participate by providing a clean water bottle to drink in class and a piece of fruit or vegetable each day. For more information regarding the school's **Crunch&Sip®** Policy please refer to <http://successprimary.wa.edu.au/>

### **DENTAL THERAPY**

SPS has an onsite Dental Therapy Unit. Standard Department of Education processes will be put in place, giving students access. The Dental Therapy Unit is open Tuesday, Wednesday and Thursday and may be contacted on 9499 1938.

### **EMERGENCIES**

Every attempt will be made to contact parents in the event of an emergency, however parents are requested to ensure that the address and phone numbers registered on their child's Enrolment Form is up to date. If this is correct, unnecessary delays for medical attention will be averted. Working parents are requested to keep the school informed of their employment address and contact number.

### **EVACUATION AND EMERGENCY PLAN**

The school has a plan for the prompt evacuation or lockdown of the buildings in the event of bomb threat, fire or similar. These procedures are practiced and refined each year.

### **EVALUATION AND TESTING**

Throughout the year, teachers carry out regular evaluation and assessment. Assessment is done continually, as units of work are completed and towards the end of terms as a review. Formal written reports of students' progress and achievement are issued to parents twice yearly at the end of Semester 1 and Semester 2. Communication between parents and teachers, however, should be continuous as both parties work **together** for the benefit of the child. Reports are available on Connect.

## EXCURSIONS/SCHOOL-BASED EVENTS

From time to time the school offers a program of excursions and in-school activities of educational interest. These are an important part of a student's education and it is hoped that all students who are invited will be able to participate. Transport is usually by bus which must be fully registered and licensed. Full details of excursions and in-school activities will be provided in a note from class teachers.

Costs are kept to a minimum to enable the attendance of all children. Full school uniform must be worn on excursions, including broad brimmed hats.

### Interschool Sport

Students may qualify to attend interschool sporting events and transport costs will be incurred. These events enhance the child's educational program.

Please refer to the school website for the Sporting Team Selection Guidelines.

## GUIDELINES FOR STUDENT PICK UP AND DROP OFF – K AND PP

**Kindy** and **Pre Primary** students are required a face to face drop off and pick up with a parent or guardian. If the person collecting a child is not a parent or guardian, written permission is required and we have a form available for you in these situations. If you have any changes to your child's drop off and pick up arrangements, please communicate this with the classroom teacher or teacher assistant.

Term 1 transition toward the whole school drop off and pick up guidelines will occur. Classrooms are open to kindergarten and pre-primary parents. In the first 4 weeks of Term 1, we ask that parents leave by 9.00 am and allow the teacher to begin school routines. Staff finish the school day at 2.55 pm and may need to close the doors at this time based on their discretion. After Week 4 of Term 1 the whole school drop off and pick up guidelines will apply to all students. Teachers will inform parents of opportunities for parent helpers, or classrooms open at the end of the school day.

## GUIDELINES FOR STUDENT DROP OFF - YEAR 1 TO 6

- We promote the development of routines that foster independence in all students. We encourage parents to develop habits of farewelling at the gate allowing students to independently walk to class.
- School gates will open at 8.25 am.
- Students who enter independently should walk to their classroom and wait outside their classroom until 8.30am. Classroom doors will open at 8.30am and students may enter.
- Parents who enter the school and drop their children to their classroom are encouraged to kiss and drop promptly, enabling their child to self-prepare for the school day.
- Staff will be present to greet students as they enter classrooms.
- Parents should access the **OSHClub** (before school program) if they need to drop their child to school before 8.25am. Program phone number: **0404 661 663** Email: [success@oshclub.com.au](mailto:success@oshclub.com.au)

## GUIDELINES FOR STUDENT ENTRY AND EXIT LOCATIONS

- To ensure optimum student safety at drop off and pick up we strongly encourage parents to use the reserve parking and enter and exit through Gate 6 on the oval.
- Parking on the east side of the school should be reserved for families who have children enrolled in Pre-Primary, Kindergarten and ECE Education Support Programs.
- Parking on the west side of the school should be reserved for parents of students accessing our Middle and Senior Education Support Programs.
- Staff and Permit parking is allocated at the front of the school.
- No ACROD parking unless you have an ACROD pass.



## HAND WASHING/HYGIENE

On the personal use items list students are requested to supply hand sanitiser or a pump bottle of liquid hand wash for personal use throughout the year. Distribution of these is managed at the class level for reasons of safety, hygiene awareness and reduced wastage of product. All student toilets have soap dispensers for hand washing.

## HEALTH CONDITIONS

Some children have serious health conditions but can still attend school. Please make an appointment with the principal or deputy principal so the condition can be fully understood and an appropriate Health Care Plan developed. It is most important to meet with your child's teacher so they are aware of the symptoms and procedures they should follow.

### Asthma

Parents of students with Asthma are asked to complete an Asthma Management Plan (available from administration). Teachers of students with asthma will be notified to have access to this plan. Parents are responsible for updating this documentation each year or sooner if their child's asthma changes significantly. Parents should ensure their children have an adequate supply of appropriate asthma medication at school.

## HOMEWORK

Parents wishing to facilitate homework could:

YEAR LEVEL	TYPE OF HOMEWORK	SUGGESTED TIME
Pre-primary	Daily Reading, Letters and Sounds practice	10 – 15 minutes
Years 1 - 2	Daily Reading, Letters and Sounds practice, Skip counting	10 – 15 minutes
Years 3	Daily Reading, Spelling and Times Tables	15 – 20 minutes
Years 4 - 6	Daily Reading, Spelling and Times Tables	20 minutes

### How Parents Can Support Their Child At Home

Students benefit from a range of experiences in the home environment. Parents could also support their child/children by:

- Using the local library;
- Accessing educational apps or programs on iPads or computers eg Skoolbo;
- Reading regularly to your child;
- Playing games that develop or enhance oral language, literacy and/or numeracy skills;
- Purchasing year level commercial workbooks which are available for use at home. Commercial publications are available from stores such as Big W, Office Max, Officeworks, Kmart. Parents can speak to their child's class teacher for additional information.



## ILLNESS AND ACCIDENTS

A child who becomes ill at school will be cared for and made as comfortable as possible unless considered too ill to remain at school. Should this occur, parents will be phoned to collect him/her. A child who is sick is better off at home.



Minor accidents are treated by a staff member, but should the accident be regarded as serious and parent contact is not possible, medical treatment will be sought. In the case of emergency, an ambulance will be called and parents billed for that service. If an ambulance is required, it could be called prior to the contacting of parents; however every effort will be made to involve parents as early as possible.

## IMMUNISATION

### Protection Against Infectious Diseases

The Department of Education supports the Health Department of Education WA is ensuring that children entering school are **fully immunised**. Children who are not fully immunised have a high risk of contracting serious infectious diseases. Children commencing school should already have received their measles and mumps injection and their booster immunisation against diphtheria, tetanus and polio. It is important that your child has these booster immunisations before commencing school. Special arrangements can be made at clinics and with private doctors for children who have not had any previous immunisations or who have missed some of their doses. It is vital that you keep proof of your child's immunisation. On enrolment we require a recent Immunisation History Statement from the Medicare Australian Immunisation Register (AIR) which can be easily downloaded.

## INSURANCE

The Department of Education carries no insurance for students either at school or when participating in educational activities away from the school site (except for excursions involving an overnight stay). It is the responsibility of parents to ensure that their children are adequately covered by insurance for accidents that are not caused through defects or negligence on the part of an employee of the Department.

### Personal Accident Insurance

The Department of Education does not provide personal accident insurance for students while they are at school. Parents/guardians may obtain personal accident insurance for their child from a private insurer of their choice. The Department or schools do not broker personal accident insurance for students or any other person.

### Personal Property

The Department of Education does not have cover for the accidental loss or damage of the personal property of students.

## LEGAL SURNAME

Department of Education Policy requires schools to refer to enrolled students by their legal surname. This includes their legal surname on reports, student attendance records and on system records. We can only make a change of name if we are provided with:

- a signed consent from both parents indicating approval to use the new name;
- a Family Court order authorising the use of the new name; or
- a change of name certificate, issued by the Registry of Birth Deaths and Marriages, authorising the use of the new name.

## LIBRARY

Each class is timetabled to use the library. A library bag is required to protect books and ideally should be water resistant fabric, with handles. Children are provided with, or have access to, many books. Books lost or damaged must be replaced at parent expense.

## LOST PROPERTY

Parents must ensure that items of clothing are **clearly marked**, especially items children remove such as jackets. Articles not claimed at the end of each term will be forwarded to a charitable organisation. Lost property is located in Admin and LC 1 wet area.

## LUNCHES

Lunch needs to be nutritious and appealing. Please refer to the Allergies/Anaphylaxis section of this handbook when preparing your child's lunch. As well as the canteen on Wednesdays, Thursdays and Fridays there is also an option for ordering Subway on Tuesdays via the front office, for Weeks 5 and 10 only.

## MEDICATION

Parents please present at the **front office staff** if your child is requiring any medication at school and keep our office staff updated throughout the year if there are any changes. This will assist us to:

1. Supply you with the correct documentation to complete.
2. Update our whole school records.
3. Keep all relevant staff informed including your child's classrooms teacher/s.
4. Safely store medications.

## MOBILE PHONE AND DEVICE POLICY

In October 2019, the WA Government announced a ban on the use of mobile phones and personal electronic devices for all students from the time they arrive at school to the end of the school day. 'Mobile phones' include **smart watches**, other electronic communication devices, and associated listening accessories, such as, but not limited to, headphones and earbuds. The policy aims to reduce distractions in class and improve student engagement.

If parents believe their child requires access to a mobile phone or personal electronic devices during the day, they will need to complete a 'Permission for Student to Use Mobile Phone' form (available from the school office) and submit to the Principal. Once permission is granted, the mobile phone or personal electronic device is only to be used for the purpose agreed to by the school and parents.

## MUSIC

Students from Year 3 to Year 6 learn to play recorder as part of their musical education. Students are required to bring their own recorder, book and calico bag to each lesson. Home practice is highly encouraged.

### IMSS (Instrumental Music School Services) Program

SPS is included in the Department of Education's instrumental music tuition scheme. Year 4 students are considered for tuition in Years 5 and 6. This is a selective program with limited vacancies. Further details can be found at:

[www.musicatsuccess.com](http://www.musicatsuccess.com)

[www.education.wa.edu.au/instrumental-music](http://www.education.wa.edu.au/instrumental-music)

## NAPLAN



Students in Years 3 and 5 will sit the **National Assessment Program in Literacy and Numeracy** (NAPLAN) in Term 1. Results are sent to parents and also used to compare SPS's progress with other schools throughout the state, with other similar schools, with schools between States and also to assess longitudinal performance.

## NATIONAL QUALITY STANDARDS (NQS)

The NQS sets a national benchmark for quality in education and care services across Australia and establishes a set of standards that all service types are expected to meet. It also gives the Western Australian schooling sector a Standard and procedures to allow them to demonstrate how they are meeting the NQS in early childhood programs, Kindergarten to Year 2.

QA1 Education Program and Practice
QA 2 Children's health and safety
QA 3 Physical Environment
QA 4 Staffing arrangement
QA 5 Relationships with children
QA 6 Collaborative partnerships with families and community
QA 7 Leadership and service management

## NO ANIMALS ON SCHOOL PROPERTY

Parents are advised that the Schools Education Act 1999 indicates that a person cannot bring any animal on to school premises without the permission of the Principal. Dogs are not permitted in the school grounds or on the school oval, unless documented as a trained Assistance Dog. Therapy dogs may be required to attend the school site.



## OSHC CLUB

If your child attends before and/or after school care **or** is regularly collected from school by someone other than an immediate family member, we would appreciate you advise the school by completing a form available from the office. This will assist us in ensuring we release your child only to people who have your consent, and/or to provide us with details of carers who we might need to contact. [www.oshclub.com.au](http://www.oshclub.com.au)



## PARENTS & CITIZENS' ASSOCIATION (P&C)

The Success P&C Association is a vibrant, involved group that actively supports the educational program at the school. All parents and interested community members will be made welcome at P&C meetings, times and dates are indicated on the community term planner.



The P&C levy is a financial contribution towards the P&C Association at our school. The P&C Association operates the school canteen, holds events for our students and fundraises for our school. The P&C Association is entirely comprised of parent volunteers and has in place a three year funding plan aligned with school priorities. This plan provides funding for programs and amenities which support all of the students at the school. The P&C levy is a way for all families to contribute towards the operations of the P&C.



### What does our P&C endeavour to achieve?

The P&C provides extra facilities and amenities for the school and works to provide a pleasant environment in which our children can gain the most benefit from their education.

The P&C may become involved in fundraising activities to support the educational program at the school and may organise activities providing opportunities for parents and teachers to meet each other.

### Parent Helpers

We value the support we receive from parents. You can become involved through attending meetings of the P&C, volunteering to assist in your child's classroom, attending excursions, sports days and other events, assisting in the canteen, attending assemblies and many other ways. Your involvement has great benefits and demonstrates to your child that you value their education.

More information about our P&C is on our school website.

## PEAC: PRIMARY EXTENSION AND CHALLENGE PROGRAM

This program caters for intellectually talented students identified through testing in Year 4. Identified students in Year 5 - 6 are offered access to PEAC, where programs are designed to extend their knowledge and understanding beyond that which can be provided in the child's classroom. Transport to and from PEAC is a parent responsibility. Further details are provided to parents at appropriate times during the year.

## PHOTOS AND VIDEOS

Parents filming students is **prohibited** due to the privacy policy. Please take photos only of **your** child. If other students are in any of your photographs then you are **prohibited from publishing them** (including putting them onto social media).

## PLAYGROUNDS BEFORE AND AFTER SCHOOL SIREN



Please be aware due to NO teacher supervision and for safety reasons there is to be no playing for any children on the school equipment **before** and **after school** hours even if accompanied by a parent.

In the mornings, please wait by your classroom quietly until the bell rings.



This is also a liability issue for the school. Thank you 😊

## PUNCTUALITY

It is important that children arrive at school in sufficient time prior to the commencement of lessons. They need time to organise their books, pencils, etc and prepare for the day ahead. Once teaching has commenced, a timetable with established routines operates and children arriving late not only miss the commencement of lessons but also interrupt the remainder of the class.

## SCHOOL BOARD

The school board of an independent public school takes part in reviewing the schools policies, programs and performance data. The board endorses voluntary contributions and charges, business plan, annual report and the delivery and performance agreement (DPA).

The school board comprises of the Principal and elected parent and staff representatives.

Examples of a member's role on the board is as follows. Board approves:

- voluntary school contributions (charges) payable by parents/guardians for materials, services and facilities
- fees for optional programs such as excursions and incursions
- book list (or equivalent) items that schools request students to have for personal use
- sponsorship and advertising agreements
- school dress code (developed in consultation with students, staff, parents/guardians).



The Board:

- advises principal about the local community context
- reviews allocation of resources to meet business plan targets
- reviews and monitors school objectives, priorities and policy directions

- develops school code of conduct for students
- advises principal about religious practices in school (for example, use of prayers)
- advises on selection but not appointment of principal and other staff.

[Success.PS.SuccessSchoolBoard@education.wa.edu.au](mailto:Success.PS.SuccessSchoolBoard@education.wa.edu.au)

The school board does not act as an information or grievance channel to be utilised by parents or staff, except in those areas identified as functions of the school board, nor does it have a role in the administrative operations of the school.

## SCHOOL ENROLMENT

An *Application for Enrolment* form must be completed for each child by the parent or guardian. Once enrolment is accepted, an *Enrolment Form* must be completed.

### Birth Certificates

A child's birth certificate or extract must be produced at the Application for Enrolment stage, prior to an enrolment being accepted.



### Immunisation Record

Immunisation History Statements, available from the Medicare Australian Immunisation Register (AIR), must be provided to the school on enrolment. It is advised that immunisations be kept up to date. Children without measles immunisation will be excluded from school during a measles outbreak. **Children are required to be fully immunised to attend kindergarten.**

### Children from areas other than Success

There are special circumstances in which children can be enrolled from out of our intake area. Preference must always be given to those living within the local intake area but if you wish for your child to attend SPS and you live outside our local intake area, your application can be considered, but only if vacancies exist.

Students enrolling into the Education Support Program are required to meet our eligibility criteria.

### Children from Overseas

For enrolling children new to the country, the current passport and visa information must be shown on enrolment. Children on holiday visas are not eligible for enrolment in the Government school system.

## SCHOOL ENTRY HEALTH ASSESSMENT (SEHA)

SEHA is provided to all Kindergarten and Pre Primary students commencing school. When this occurs, parent/carer permission is sought and consulted via a SEHA assessment form sent home. The school nurse will contact parents/carers as needed to discuss parental concerns of SEHA results.

SEHA includes:

- Vision, hearing and ear health
- Growth (including height, weight and Body Mass Index)
- Oral Health
- Developmental and general health, if required



School nurses support families and school staff with health care planning and management for children with identified health care needs.



## SCHOOL EXPECTATIONS

Success Primary School (SPS) works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. At the heart of our whole school approach to behaviour management are our core expectations. At SPS our students are STARS. This acronym stands for:



**S**trive for success

**T**ake responsibility

**A**lways inclusive

**R**espectful

**S**tay safe



The acronym is adopted in every class across the whole school, with students, all SPS staff, parents and carers and is embedded into everyday conversations.

## SCHOOL PARKING NOTICE

To ensure ongoing safety of our students and pedestrians the following information outlines parking requirements around the school. (PLEASE SEE MAP)

### Meridian Loop

1. The embayed parking on Meridian Loop is a designated Zone (Maximum of 5 minutes only). Council signage will display '**5 min standing between 7.30 - 9.00 am and 2.30 – 4.00 pm school days**'. This means that there is no parking allowed. This zone can be utilised by Kindergarten, Pre-Primary and Year One parents only. Parents should not leave their car in this zone.
2. The existing car park is designated as a **Kindergarten and Pre-Primary** parking area.

**NOTE:** Parking contrary to Council signage and on footpaths is an offence and attracts fines issued by the Ranger. The School does not support parents parking unlawfully. Remember there is overflow parking available at the Blackford Turn council parking area and the Rugby Club.

### Columbus Loop

1. The embayed parking on Columbus Loop is a designated zone. Council signage will display '5 min standing between 7.30 - 9.00 am and 2.30 – 4.00 pm school days'. The rear car park will remain designated for parent parking for Year 1-6 parents. Parents of Year 1-6 students are encouraged to use this side of the School for drop off or collection of children.

**Parents are also encouraged to utilise parking at the Success Sporting complex off Hammond Rd. This is only a 200 metre walk to school cross the reserve.** *Carrying a heavy bag is a good way for children to calm and organise themselves ready for the day, to be focused and ready for learning. The response our bodies give to carrying heavy bags regulates our sensory system.*

**NOTE:** Staff car parks are **only** accessible to **staff** with a **Staff Permit Card**. The front visitor car parking allows for parking for

- **Visitors, Student Services and deliveries between 9.00 am and 2.30 pm.**
- **ACROD and Permit holders.**
- **NB: ACROD PARKING is also available in the STAFF CAR PARK.**

Any unauthorised vehicles parking in these areas will be reported attracting 'move on' or 'infringement notices'.

**All traffic and parking by-laws will be fully enforced by the Ranger throughout the school year.**

- **Please be aware that queuing while waiting to enter the car park is also an offence and can attract an infringement as it causes traffic congestion.**



- Please note that any cars parking across footpaths and blocking pedestrian access is an offence also and can attract an infringement.
- Please contact the ranger on 9411 3444 or email [rangercustomerservice@cockburn.wa.gov.au](mailto:rangercustomerservice@cockburn.wa.gov.au) if you witness parking infringements.

The School Community appreciates your support and co-operation in assisting us to make traffic management as effective and as safe as possible for all our students.



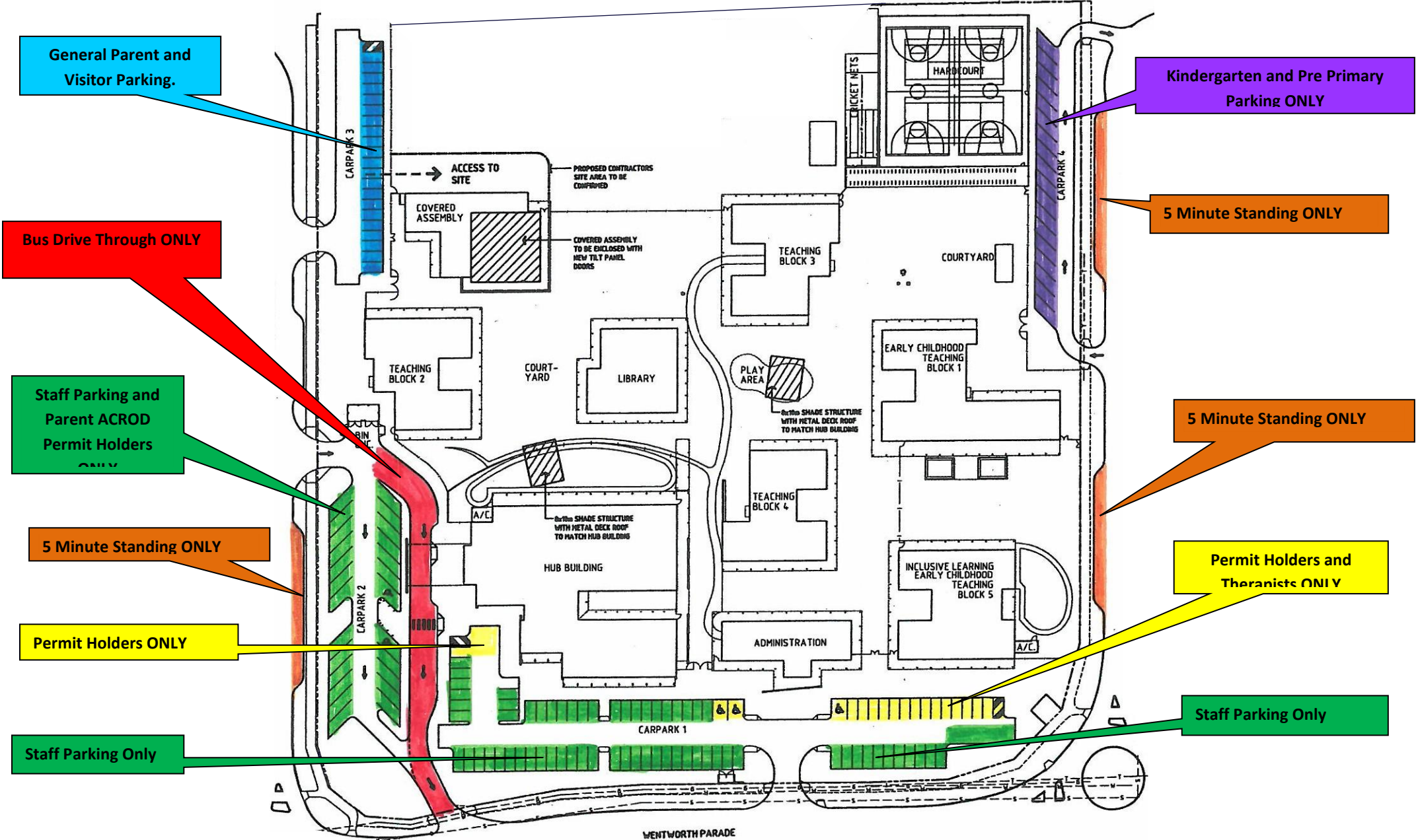
## SCHOOL PARKING NOTICE – ADDITIONAL PARKING

Additional Parking is available at the Success Community Centre to the north of the school.

Please utilise this option to assist in alleviating parking congestion during peak times.



# SCHOOL PARKING PLAN - AUGUST 2022



General Parent and Visitor Parking.

Bus Drive Through ONLY

Staff Parking and Parent ACROD Permit Holders ONLY

5 Minute Standing ONLY

Permit Holders ONLY

Staff Parking Only

Kindergarten and Pre Primary Parking ONLY

5 Minute Standing ONLY

5 Minute Standing ONLY

Permit Holders and Theranists ONLY

Staff Parking Only

WENTWORTH PARADE

## SCHOOL RECORDS

It is extremely important to ensure that the school is kept informed of any change of address, family details, email address, family doctor, children's allergies, emergency contact, place of employment, telephone numbers etc. Your cooperation in this will help ensure that your child's welfare will receive the highest priority, especially in times of emergency.

## SCHOOL SECURITY

The school is connected to the Department of Education's central security system. This ensures that all internal areas of the building are under surveillance at all times when not occupied. If you see any form of vandalism taking place, please report it by calling Education Security on 9264 4632 or 9264 4771. Please do your bit to protect and look after our school.

## SCHOOL UNIFORM AND DRESS CODE

### Student Dress Code

Presentation, pride, and school reputation is an important contributor to the environment and culture we create here at SPS. Students are not to wear rubber thongs as these are not safe or practical for a school setting. The Student Dress Code is endorsed by the School Board.

Students are required to wear the SPS school uniform in an appropriate manner. Winter leggings should be navy or black and worn **under** a school skirt or dress. Cloth or plastic headbands should be school colours.

- Students are required to wear the SPS broad brimmed hat or a navy blue equivalent.
- Students representing the school should wear a broad brimmed hat with the school logo, i.e. excursions, interschool events etc.
- Students have the option of wearing their faction t-shirt on Fridays.
- Students to wear interschool shirts provided for events.
- Students are required to wear enclosed, supportive and secure footwear eg. sneakers or sandals are good examples, no thongs, slides or fashion boots.
- The following jewellery and accessories can be worn: for pierced ears, studs or sleepers, and a watch may be worn. No other facial jewellery should be worn. All other jewellery and accessories should be saved for weekends. Jewellery that supports religious beliefs should be discussed and negotiated with your class teacher.
- Once at school students should remove excess clothing such as coats and rain jackets. These can be used to travel to and from school.
- Students with shoulder length hair should tie their hair back, regardless of gender.
- Make up and nail polish is not appropriate to wear to school unless part of an assembly item or school production.

### The School Board believes a school dress code:

- fosters and enhances the public image of the school
- assists in building school and team spirit
- encourages equity among students

### Advice on Dress Code

- Items within the designated school colours may be purchased from the school uniform coordinator or any clothing or department store
- Second-hand school clothes will be available at the school
- Students who have financial difficulties regarding the purchase of a uniform should contact the Principal to discuss the situation in an environment of confidentiality



## Modification to Dress Code

Parents of students who, for religious or health reasons need to modify the school dress code are required to make an appointment with the Principal or Deputy Principal. Staff will be informed of any student granted a modification to the dress code. Non-compliance with the dress code may result in parent contact.

Uniform Concepts	Second Hand Uniforms
9270 4650 26 Solomon Road, Jandakot (next door to MM Electrical)	Renee Garrity P&C 0405 156 456 <a href="mailto:renee13@live.com.au">renee13@live.com.au</a>

## SMOKE AND VAPE FREE ZONE

As with all government facilities, the school is a smoke and vape free zone. Parents visiting the school are not permitted to smoke or vape within the school grounds.



## SPECIALIST PROGRAMS

SPS offers specialists programs in:

- Physical Education
- Music
- Instrumental Music for selected children from Year 5 – 6
- Choir Year 4 - 6
- Science
- Visual Art
- Language: Indonesian



## SPORT FACTIONS

Students belong to one of four factions:

FACTION NAME	FACTION COLOUR	NOONGAR NAME
Kabi	Blue	Water
Marr	Gold	Wind
Boodjera	Green	Earth
Karla	Red	Fire

Children are allocated a faction upon enrolment and children in the same family are allocated the same faction. The school office and class teacher are able to advise you of the faction of which your child is a member. Faction t-shirts are available for purchase through Uniform Concepts and children are encouraged to wear these for Friday sport. Kindy students are not allocated factions.

## SUN SMART POLICY

SPS has a **'No Hat, No Play in the Sun'** policy which means that children are only permitted to play in the sun if wearing a hat. Similarly, a hat must be worn during sport sessions and are worn throughout the year.

Students are encouraged to bring a personalised tube of sunscreen. There are containers of sunscreen available in each teaching block; however it is a good idea to send your child to school with sunscreen already applied.

## SWIMMING

All children are expected to attend swimming lessons, which are an integral part of the Physical Education program.

### In Term Swimming Lessons

Department of Education swimming classes will be available for all children from Year PP – 6 for two weeks during the year. The school takes the strong 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. Times for swimming can vary and lessons are held at Cockburn ARC (Year PP – 6). The use of any photographic equipment (including mobile phones) is **prohibited**. No video recording will be permitted. As a school we submit our preferred swimming times, however the outcome is out of our control.

### Education Support Swimming

Students accessing the Education Support Program attend swimming sessions at school as part of their learning program. Please complete the Swimming Lessons Special Needs form and refer to the swimwear options on our website under Education Support Enrolments.

## THERAPY

If your child requires therapy during school hours, please refer to the Guidelines for the Provision of Onsite Therapy Services, which is available from the school office.

## VOLUNTARY CONTRIBUTIONS

In accordance with the School Education Act (1999), primary schools may ask up to \$60.00 per child per year for school fees. During the compulsory years of schooling (Pre Primary – Year 6), school fees are referred to as Voluntary Contributions. Schools rely upon the payment of voluntary contributions to purchase items to enhance the educational experience for all students. Your decision to support the school's endeavours through payment of the voluntary contributions is greatly appreciated. When it is considered that this amounts to the equivalent of \$1.50 per week, it is exceptional value for money. Should you be experiencing financial difficulties, you are invited to discuss the matter in confidence with the Principal. Early payment helps the school to quickly establish its budgetary priorities.

- Kindergarten - Year 6: \$60.00
- Contributions may be paid at the school office.

As an incentive, there will be a discount of 10% if paid by the end of Term 1.

During the first week of December, parents are provided with a Schedule of Projected Costs which outlines anticipated costs associated with your child's education the following year. This includes projected costs of activities such as excursions, swimming lessons, sporting and cultural events and activities which are applicable to some but not all students, such as PEAC and instrumental music.

### DOCUMENT HISTORY

DATE	REV	APPROVED
21 September 2023	2.0	Principal
<b>Success Primary School</b> 390 Wentworth Parade SUCCESS WA 6164 Ph 08 6174 2600 <a href="mailto:success.ps@education.wa.edu.au">success.ps@education.wa.edu.au</a> <a href="http://www.successprimary.wa.edu.au">www.successprimary.wa.edu.au</a>		



# BULLYING POLICY

## SUCCESS PRIMARY SCHOOL POLICY STATEMENT

We recognise, value and provide for diversity by building a school community in which all individuals are equally valued, respected and included members. Success Primary School does not tolerate bullying. The prevention of bullying is the responsibility of every member of the school community. The school will respond firmly and appropriately to all identified occurrences of bullying.

At Success Primary School our Code of Conduct 'STARS' priorities being 'Respectful' and 'Always Inclusive'. These values are a part of who we are as a school. Staff and students will be given opportunities to review this policy regularly to ensure familiarity.

## DEFINITION OF BULLYING

Bullying is when an individual or group misuses power to target an individual or group with the intent to hurt, injure, threaten, frighten, embarrass or upset or discomfort that person. Bullying is persistent and repetitive and can occur in person or through the use of technologies such as mobile phones or the internet. Bullying is a repetitive act targeting a particular person or group.

Bullying includes physical, verbal, covert, social, psychological, cyberbullying and bystanders to bullying behaviours.

## PROCESSES AND HOW WE RESPOND TO BULLYING

Success Primary School has a number of processes in place in order to educate the students of the school community on bullying and to promote positive relationships in our school community.

## STUDENTS

### What if it happens to me?

- Be assertive, you have rights. Don't put up with it! Tell them to stop.
- **Tell someone you trust:** a teacher, the chaplain, a friend, parents. This is not 'dobbing'; it is getting help.
- Don't react. Just walk away with your head held up high. If you show that you are not upset, the harassment may stop.
- Use a strong, confident voice. Be assertive, don't be 'put down'.
- Build your own protection by establishing friends.
- Avoid the person who is harassing you.
- Avoid high-risk situations.
- Don't show you are scared even if you might be.
- Don't try to swap insults.
- Call the Kids Helpline – 1800 55 1800.
- Remember, you are not alone. Talking to someone on your Safety Network is not 'dobbing'. A solution can take time but doing nothing may not solve the problem.

## What if it happens to someone else?

If you witness someone being bullied, we hope you care enough to want to help. We all need to work together if we are going to stop bullying behaviour. You should:

- Offer friendship and support to the person being bullied. **Encourage them to get help from an adult.**
- If safe, intervene while the bullying is happening by saying, “Cut it out!” or “Hey, that’s not fair!”.
- **Report the incident to a teacher**, parent or trusted adult as soon as you can. Don’t be afraid to come forward as you can speak in privacy and your identity will be kept anonymous if you desire.

## PARENTS AND CAREGIVERS

### What can parents do?

- Try not to over-react. Listen calmly and try to work out the facts.
- If your child is being bullied, discourage any planned retaliation by discussing the positive strategies that can be used.
- Sometimes your child may tell you about a bullying incident but is too frightened to report it. This protects the person who is bullying and prevents staff from helping. Please assure your child that their identity will be kept safe.
- **Do not** deal directly with the other children or their parents but work with the school. Contact the school and make an appointment.
- Parents can help their child become more assertive and resilient by modelling such behaviour and by talking about strategies that can be used.

### What if my child is bullying others?

- All children are capable of bullying others. It is normal for parents to feel shocked, embarrassed and even doubtful if they find that their child has been bullying others. To help discourage children from bullying others, parents can:
- Talk about bullying behaviour with them and discuss why they may want to bully someone.
- Suggest other more positive actions than bullying.
- Help your child to be aware of the effects that bullying has on others.
- Be alert and discourage bullying behaviour at home.
- Encourage and provide opportunities for children to openly discuss any issues or concerns with you.
- Teach your children what is appropriate behaviour and how you expect them to treat others.

### Who can parents talk to about bullying at our school?

Your child’s classroom teacher, Principal and Deputy Principals, School Chaplain and other staff members.

## SCHOOL

### We support students who are being bullied by:

- Listening empathetically and gathering information from the victim.
- Offering necessary support.
- Restoring normal routine as soon as possible.
- Counselling by appropriate staff members involving teaching of more assertive responses to bullying incidents.
- Informing class teachers, parents/care givers of both parties and monitoring behaviour.
- Working to improve the self-esteem of victims through social skills programs – Friends for Life, Drum Beat.



### **We support the student who is the bully by:**

- Listening empathetically and gathering information from the bully.
- Encouraging the student to recognise that the victim is being bullied.
- Restoring their normal routine as soon as possible and ensuring future behaviour is monitored.
- Counselling by appropriate staff members.
- Informing class teacher and parents/caregivers of all parties.
- Discussing bullying in role-play situations, encouraging bully to see perspective of the victim in role play.
- Developing programs to assist bullies work co-operatively with others rather than in a confrontational way.

### **Success Primary School employs a range of sanctions against bullying incidents, depending on the seriousness of the situation.**

These include:

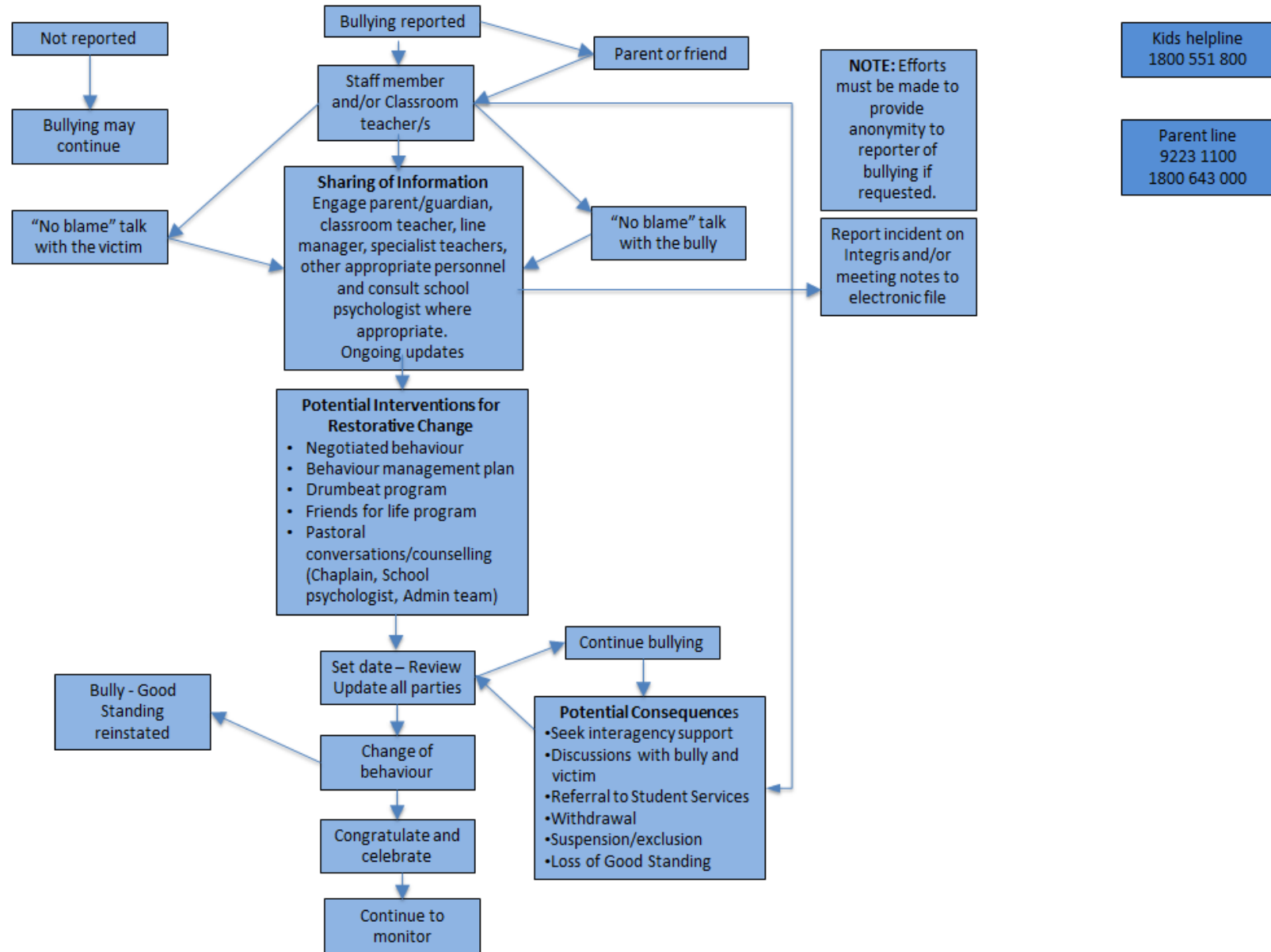
- Meetings/discussions with bullies and victims and documentation of each incident on Integris.
- Discussions with parents and students together.
- Referral to Student Services for further action.
- Withdrawal from Extra-Curricular activities.
- Suspensions/Exclusion from school.
- Involvement of police and other agencies as necessary.

### **Proactive strategies employed by Success Primary School**

Success Primary School has a number of programs and proactive staff practices established to promote a caring and supportive environment. These educative and positive strategies should ensure that bullying is minimised. Some of these include:

- Ongoing review, discussions and reference to following the Success PS Code of Conduct 'STARS' with all staff and students.
- Teacher/staff witness – documentation and observations of student behavior or changes in behaviour.
- Utilising Student Support Services where necessary.
- Restorative practices approach to mediation including pastoral care conversations and the Drumbeat program.
- Protective Behaviours and Zones of Regulation programs implemented and language embedded across the school.
- Role play – different scenarios are played out which consider different points of view.
- Cyber safety.
- Inclusion of Social Skills program for identified students at risk.
- Keeping all parties updated on the progress made following the 'Bullying Incident Plan' flow chart.
- Staff awareness – One Page Profile and Whole Cohort Profile.

# BULLYING INCIDENT PLAN



## GLOSSARY

**Bullying** – the difference between bullying and bad behavior is that bullying is repetitive.

**Bystanders to bullying behaviours** – a person who sees bullying or knows about it but is not directly involved. Any bystander can assist in setting the Bullying Incident Plan in motion. Bystanders who do not report incident/s are enablers to the bully.

**Covert bullying** – can be hard to recognise and can be carried out behind someone’s back. It is used to damage someone’s social reputation and/or cause humiliation.

**Cyberbullying** – involves the use of ICT to bully individuals or groups. It is an alternate means for verbal, social or psychological forms of bullying.

**Physical bullying** – where the bully uses physical strength to terrorise the victim through physical aggression or touching. This type of bullying often occurs with other people around as this can make the bully feel powerful.

**Psychological bullying** – can include repeated stalking, threats, manipulation and emotional blackmail.

**Social bullying** – this can be a subtle form of bullying where you are being repeatedly and explicitly left out or thrown out of a group that you thought you belonged to.

**Verbal bullying** – is a common form of bullying. It includes insults, threats and/jokes about ones physical features, flaws, tics race and/or sexual orientation.

## ACKNOWLEDGEMENT

We acknowledge the following schools in developing our Bullying Policy:

Aubin Grove Primary School. *Dealing with Bullying*. [Online] Available from:  
<http://aubingroveps.wa.edu.au/blog/information/bullying-policy/> [Accessed: 2019-05-13]

Manning Primary School. *Policies- Preventing and Managing Bullying*. [Online] Available from:  
<http://www.manningps.wa.edu.au/policies.php?id=19> [Accessed: 2019-05-13]

Singleton Primary School. 2017. *Preventing and Managing Bullying*. [Online] Available from:  
<http://singletonps.wa.edu.au/policies/> [Accessed:2019-05-13]



**■ STATES WITHOUT BULLYING LAWS**  
**■ FIRST STATE WITH BULLYING LAW**

**280,000**

STUDENTS ARE PHYSICALLY  
ATTACKED IN SECONDARY  
SCHOOLS EACH MONTH

**160,000**

STUDENTS MISS SCHOOL  
EACH DAY FOR FEAR OF  
BEING BULLIED

**77%**

OF STUDENTS ARE BULLIED  
MENTALLY, VERBALLY, &  
PHYSICALLY. CYBER  
BULLYING STATISTICS ARE  
RAPIDLY APPROACHING  
SIMILAR NUMBERS

**43%**

FEAR HARASSMENT IN THE  
BATHROOM AT SCHOOL

# STUDENT BULLYING

## *bul·ly·ing*

Physical, verbal, or psychological attacks or intimidation against a person who cannot properly defend himself or herself. It includes two key components: 1. Repeated harmful acts 2. Imbalance of power

### EFFECTS OF BULLYING

Bullying can have a significant impact on both child and teenage students. Students who are bullied often suffer from anxiety, fear, withdrawal, low self-esteem, and poor concentration. A bullied student will often avoid school, have lower grades, and become socially isolated. There have been numerous reports of suicide due to bullying.



### EFFECTS ON BULLIES

Bullying is often a warning sign that children and teens are heading for trouble and are at risk for serious violence. Teens (particularly boys) who bully are more likely to engage in other antisocial/delinquent behavior (e.g., vandalism, shoplifting, truancy, and drug use) into adulthood. They are four times more likely than nonbullies to be convicted of crimes by age 24, with 60 percent of bullies having at least one criminal conviction.

### MOST COMMON TYPES OF BULLYING:

HITTING, THREATENING, INTIMIDATING, MALICIOUSLY TEASING AND TAUNTING, NAME-CALLING, MAKING SEXUAL REMARKS, AND STEALING OR DAMAGING BELONGINGS OR MORE SUBTLE, INDIRECT ATTACKS (SUCH AS SPREADING RUMORS OR ENCOURAGING OTHERS TO REJECT OR EXCLUDE SOMEONE).

### PLAYGROUND SCHOOL BULLYING STATISTICS

**EVERY 7 MINUTES  
A CHILD IS BULLIED**

MORE YOUTH VIOLENCE OCCURS ON SCHOOL GROUNDS AS OPPOSED TO ON THE WAY TO SCHOOL



ADULT INTERVENTION: 11% PEER INTERVENTION: 4% NO INTERVENTION: 85%



**■ WORST STATES TO LIVE  
IN FOR BULLYING K-12**

**1 OUT OF 4  
STUDENTS WILL  
BE ABUSED BY  
ANOTHER YOUTH**



**1 OUT OF 5  
ADMITS TO BEING  
A BULLY, OR DOING  
SOME "BULLYING"**



### SOURCES:

[HTTP://WWW.COPS.USDOJ.GOV](http://www.cops.usdoj.gov)  
[WWW.KEEPSCHOOLSSAFE.ORG](http://www.keepschoolssafe.org)  
[WWW.BULLYPOLICE.ORG](http://www.bullypolice.org)

PRODUCED BY:  
BUCKFIRE & BUCKFIRE PC  
[WWW.BUCKFIRELAW.COM](http://www.buckfirelaw.com)

<http://bit.ly/studentbullyingfacts>





Department of Education

Shaping the future

# Connect and Respect

Every student, staff member, parent or carer has the right to feel safe and be safe in our schools.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

## What we can all expect:



mutual respect



good behaviour



open communication



respect for each other's time

## We will not tolerate:



offensive, insulting or aggressive language



malicious or judgemental gossip



using social media disrespectfully



any form of violence

Shared and respectful expectations and values will enable us to work together in the best interests of our children.





Department of Education

Shaping the future

# Connect and Respect Engagement

## Expectations that promote learning, wellbeing and safety in all public schools in Western Australia.

Together we make a difference. We welcome parents and other members of our diverse community into schools across Western Australia. Student learning is strengthened when school staff, parents and carers are actively and positively involved in their education.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

Parents and carers and other visitors to schools support safety by ensuring communication and conduct at school and school activities is respectful. Every student, staff member, parent or carer has the right to feel safe and be safe at our schools.

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
<b>Culture</b> 	<ul style="list-style-type: none"> <li>recognise every student is important to us</li> <li>contribute to a respectful school culture</li> <li>promote and model good behaviour</li> <li>work together with staff to resolve issues or concerns</li> <li>respect the right of staff to disconnect from work outside of school hours</li> <li>share responsibility in creating safe and secure learning environments</li> </ul>	<ul style="list-style-type: none"> <li>respecting the diversity of our schools and the right to an education for every child</li> <li>always communicating respectfully about our schools and our staff</li> <li>not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members</li> <li>raising concerns early with a staff member, the principal or the Department of Education directly</li> <li>understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised</li> <li>understanding that obstacles, barriers and disappointments are part of the growth journey</li> <li>supporting children and young people to work through difficulties and build resilience</li> </ul>
<b>Communication</b> 	<ul style="list-style-type: none"> <li>be mutually respectful</li> <li>act as positive role models</li> <li>actively help to solve concerns</li> <li>use the school's communication channels and processes to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>appreciating that school staff may not be available to respond immediately</li> <li>knowing that staff will respond to appropriate communication when they are able</li> <li>requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited</li> <li>not using offensive, insulting and derogatory language; and inappropriate conduct</li> <li>being kind when interacting with others</li> </ul>
<b>Collaboration</b> 	<ul style="list-style-type: none"> <li>work with the school to provide a safe and productive learning environment</li> <li>ensure your child attends school ready to learn</li> <li>know and support the school's Student Good Standing Policy</li> <li>schedule meetings at an agreed time, for an agreed purpose</li> </ul>	<ul style="list-style-type: none"> <li>maintaining professional relationships that are open, honest and respectful</li> <li>taking responsibility for your child arriving and leaving school safely on time every day</li> <li>supporting your child to understand and follow the Student Good Standing requirements</li> <li>scheduling an appointment to meet with the teacher or principal</li> </ul>





Department of  
Education

Shaping the future

# Connect and Respect Expectations

**Our schools are committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and families as critical partners in student learning outcomes.**

Schools draw on the diversity and strengths of local communities to create opportunities to work collaboratively and set directions for students. Building mutually respectful relationships with each local community is fundamental to this.

A school community contains a wide variety of individuals and groups who strive to work together to educate students to become confident, well-educated young people; prepared to lead happy, successful lives and make contributions to local and global communities.

School staff will engage with families to understand the interests, personalities and needs of their children. All students need access to a quality education within safe and secure learning environments, and with the right supports to progress and achieve.

There may be times during your child's schooling when additional support is needed, or issues arise. Your school will support you and your child to productively resolve these issues and we encourage you to raise concerns as early as possible.

Shared and respectful expectations and values will enable us to work together in the best interests of our children.

**All students need access to a quality education within safe and secure learning environments.**

## What parents and carers can expect from our schools

Communication between you and your school is an important part of your child's education. School communities thrive on open communication wherein staff, students, parents and carers have opportunities to share good news, discuss issues and maintain an open dialogue.

Schools are made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from your school:

- regular communication through school approved channels
- reports on your child's progress and achievement
- celebration of your child's achievements
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher
- other opportunities to meet with the teacher, by appointment
- updates about important developments in your child's class
- notifications or invitations to school events
- opportunities to provide respectful and productive feedback.





### What parents and carers should not expect from our schools

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents and carers should not expect:

- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to teachers' private phone numbers or emails
- staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff.

#### You should contact your child's school if:

- you have concerns about your child's academic or social progress
- medical issues arise or diagnosis changes
- there are changes in family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment.

### Communication that interferes with teaching and learning

- speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- expecting to meet with staff during the school day without an appointment
- visiting the classroom during the teacher's preparation time before school
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip
- By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

### Communication methods

Electronic communication, such as email, is appropriate for short, non-urgent and positive forms of communication. It is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face meeting so that issues can be given the time and attention they deserve. If in doubt, speak to your school.

### Concerns and complaints

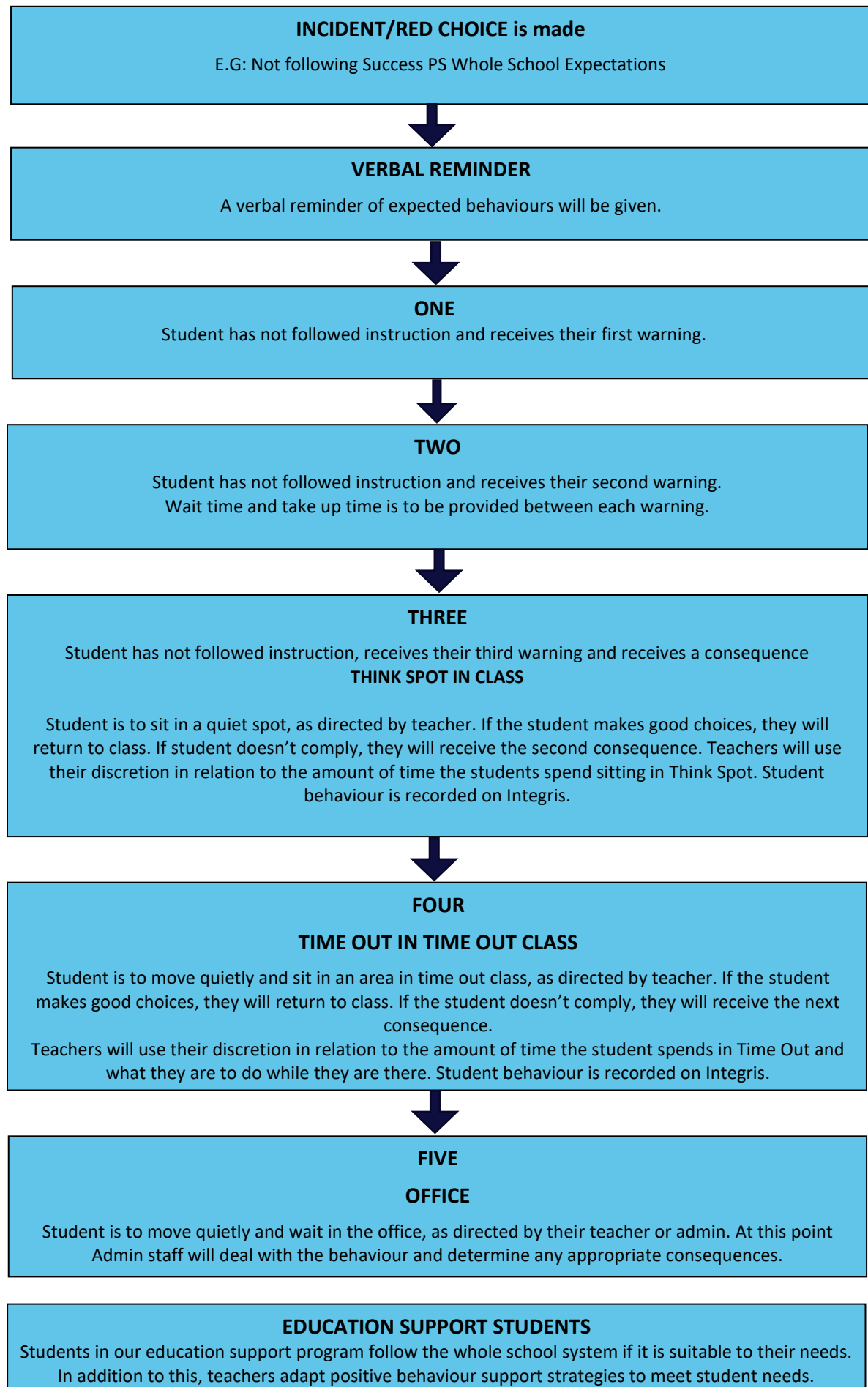
Contact your school as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child's teacher. For some matters, it may be appropriate to talk directly to your child's year coordinator, school administration staff or principal.

If you have approached your child's school but haven't been able to resolve the issue, refer to our complaints process to explore your options [education.wa.edu.au/complaints](http://education.wa.edu.au/complaints).






**Shared and respectful expectations and values will enable us to work together in the best interests of our children.**




## APPENDIX E - WHOLE SCHOOL BEHAVIOUR MANAGEMENT SYSTEM



## APPENDIX F - CODE OF CONDUCT – BEHAVIOUR EXPECTATIONS

Behaviour Expectations					
	Whole School	Classrooms/ Learning Areas	Outside Areas	Technology	Before and After School
<b>S</b> trive for Success	We wear the Success PS uniform with pride We always have a go and always do our best We complete all tasks to the best of our ability We don't give up	We are prepared for all lessons We always do our very best We have high expectations We set challenging goals for our own learning We display pride in our work We persevere	We display great sportsmanship 	We are cyber smart We follow the usage agreement that we have signed	We arrive at school on time
<b>T</b> ake Responsibility	We own our behaviour and the choices we make We ensure we arrive at school on time We care for and are responsible for our own belongings We are always honest We manage our feelings and emotions in a positive way	We help each other We are honest We have the necessary equipment for each lesson We are prepared for learning	We put all rubbish in the bin We pick up any rubbish we see We report problems to the duty teacher We zip up our bags and store them neatly	We keep all devices in our bags before and after school We keep our personal password private We print work only when instructed We sit down when using electronic devices We are careful when handling devices	We arrive at school at 8.25am ready to learn. 
<b>A</b> lways Inclusive	We are aware of people's needs We accept others' differences We encourage each other We are caring and sharing We use kind words	We work with everyone in our class We include others We participate in "buddy class" activities We take turns	We invite others to play/join in We share the play equipment with others We play fairly We help each other We pack away play equipment	We share equipment 	We greet others and help those in need We always use respectful language We watch out for others We are mindful of our surroundings We treat everyone with respect
<b>R</b> espectful	We are polite and use our manners We use people's names We use appropriate and respectful language We keep our hands and feet to ourselves	We take our hats off inside We walk around the school and transition between lessons quickly and quietly We respect our own, others and school property	We agree on game rules before starting We keep common areas clean We take care of the school environment We listen to and follow the duty teacher's instructions	We respect all devices and equipment We use technology as the teacher instructs We use technology appropriately We return equipment to where we got it from	We are friendly, say hello and greet people 
<b>S</b> tay Safe	We walk on the paved areas We stay on the school grounds 	We walk around our classrooms We sit on our chairs correctly	We wear a Success PS broad brimmed hat We walk on paved areas We eat our own recess and lunch	We keep our passwords safe We complete safe searches We report any inappropriate use of devices	We stay off the playground equipment before and after school We walk our bikes and scooters through the school We wear a helmet We cross the road with care

## APPENDIX G – IPAD USER AGREEMENT

 <b>Behaviour Expectations – iPad User Agreement 2023</b>				
	Students	Teachers	School	Parents
<b>S</b> trive for Success	<p>We will follow the Success Stars Behaviour Expectations – iPad User Agreement.</p> <p>We will choose an appropriate image for our wallpaper.</p> <p>We will always join Apple Classroom in all our classes.</p> <p>We will always report to our teachers any problems with our iPad.</p>	<p>We will engage in professional learning through a coaching and mentoring program within Success PS.</p> <p>We will teach online cyber safety in Semester 1.</p> <p>We will ensure that our students are aware of the expectations outlined in the Behaviour Expectations – iPad User Agreement.</p>	<p>We will continue to allocate a coach and mentor to support our staff and students to enrich the learning experiences of our students.</p> <p>We will continue to offer parent information session in the evening for on Cyber Safety.</p> <p>We will continue to source our School Managed Internet to ensure the Wi-Fi is reliable.</p>	<p>We agree to pay \$30 for the cost of Apps at the start of 2020 for our Year 1 child or our new students who enroll at Success from Year 1 -6.</p> <p>We agree to pay \$15 for additional Apps for our existing Year 2-6 students in 2020.</p> <p>We will ensure that our child/ren are aware of the expectations outlined in the Behaviour Expectations – iPad User Agreement.</p> <p>Where possible, we will attend parent information sessions in the evening and after school around cyber safety and device management education.</p>
<b>T</b> ake Responsibility	<p>We will use the internet and all Apps responsibly.</p> <p>We will bring a fully charged iPad to school every day.</p> <p>We will not use our iPad or the internet before, at breaks and after school, including OSH club.</p> <p>We will have a protective cover on our iPad at all times.</p> <p>We will hold our iPad with two hands.</p> <p>We only connect to AirServer in our classroom.</p>	<p>We will use Apple Classroom for all lessons to monitor our students.</p> <p>We will make sure our students have regular breaks from using their iPad (every 20-30 minutes).</p> <p>We will make sure the students have correct posture e.g. straight backs; feet together and on the floor and shoulders back when sitting at a desk.</p>	<p>We will continue to provide staff, students and parents with the latest evidence based information in relation to device management and health through Connect and our school website.</p> <p>We will download school Apps to student devices and blacklist not relevant to school e.g. social media and gaming.</p> <p>We will continue to allocate resources for our IT support staff.</p>	<p>We will ensure that our child/ren have an iPad that meets the minimum requirements.</p> <p>We accept full responsibility for the care and use of our child/ren's iPad.</p> <p>We will include the iPad on our home insurance or equivalent and are responsible for repairs.</p> <p>We will ensure our child has a fully charged iPad for school.</p>
<b>A</b> lways Inclusive	<p>When we work with a partner or a group we will Airdrop appropriate images and work.</p> <p>We will take our iPad inside LC5 when attending OSH Club.</p> <p>We will not embarrass or bully other students online and we will report others that do immediately.</p> <p>We will take our iPad to specialist classes each week.</p>	<p>We will integrate digital technologies into all learning areas to engage our students and share our learning with our parents via Connect, parent assemblies and or school website.</p> <p>We will notify parents if their child is not bringing their iPad to class.</p> <p>We will give our students opportunities to stand when using their iPads.</p>	<p>We will provide opportunities at staff meetings and during collaborative DOTT time for our staff to collaboratively plan and share their digital technologies programs.</p> <p>We will regularly share our learning via Connect, parent assemblies, school open night, our school website and newsletters.</p> <p>We will continue to lease an iPad for all classroom and specialist teachers to build their digital capacity.</p>	<p>We will speak with OSH Club to secure our child/ren's iPad inside LC5 before and after school.</p>
<b>R</b> espectful	<p>We will only Airdrop appropriate images and documents when instructed by our teachers.</p> <p>We will save all our work on our iPad unless told not to.</p> <p>We will only use the internet when told to and use our Connect login and password when connecting to the network.</p> <p>We will never leave our iPad alone.</p> <p>We will not touch another students' iPad without permission.</p>	<p>We will be aware of copyright for print and electronic materials and use World Book Online as much as possible.</p> <p>We will use the iPad when it is required.</p> <p>We will report any technical difficulties through an iPad Incident Report.</p>	<p>We will ensure a staff member completes an iPad Incident Report when required.</p> <p>We will provide staff and students with their LC's Connect login and passwords.</p>	<p>We will ensure that the iPad cover is clearly identifiable e.g. my child/ren's name and LC number.</p>
<b>S</b> tay Safe	<p>We will close our iPad and tell the teacher if we see anything inappropriate.</p> <p>We will not share inappropriate images and material with our classmates.</p> <p>We will leave our iPad in the classroom during all breaks.</p> <p>We will not record audio, videos or photos of other students or staff without their permission inside or outside of school.</p> <p>When not in use, our iPad will be kept in an appropriate place.</p> <p>We do not use social media Apps at school, including FaceTime</p> <p>Signature:</p>	<p>We will ensure that our classroom doors are locked before, during breaks and after school.</p> <p>We will ensure that students use Advanced Google Search.</p> <p>We will ensure that students do not share devices to prevent loss and/or damage.</p> <p>We will inform parents if our students breach the iPad User Agreement by sending home and/or emailing a letter concerning the breach.</p> <p>Signature:</p>	<p>We will ensure that our classroom doors are locked before, during breaks and after school.</p> <p>We will ensure that relief staff are aware that classroom doors are locked before, during breaks and after school.</p> <p>Signature:</p>	<p>We will ensure that the iPad has a hard, protective cover.</p> <p>We will sign and agree with the Parent and Student Behaviour Expectations.</p> <p>We will not contact our child during the day via messaging Apps or their Smart Watch, instead contacting the office as outlined in the Mobile Phone and Device Policy.</p> <p>We will sign and return any letters of concerns from our child's teacher around their iPad use.</p> <p>We will support the school by keeping the iPad at home if my child continues to breach the iPad User Agreement.</p> <p>Signature:</p>

## APPENDIX H - INTERNET USE

The Internet is a valuable educational resource, however it may also provide access to information that is inappropriate for students. For this reason, we ask that you read the following “*Conditions of Use of the Internet and School Computers*” and discuss them with your child.

### Internet: Conditions of Use

When using the Internet and digital devices at SPS:

- I will use the school device and my own, only with the permission of a teacher.
- I will follow all instructions from teachers when using a device.
- I will not let anybody else know my password.
- I will not let others logon and/ or use my online services account unless it is with the teacher’s permission.
- I will not access other people’s online services accounts.
- I know that I am responsible for anything that happens when my online services account is used.
- I will tell my teacher if I think someone is using my online services account.
- I know that the school and the Department of Education may see anything I send or receive using email or online file storage services.
- I will make sure that any email that I send or any work that I wish to have published is polite, carefully written, well presented and is not harmful to other students (i.e. it does not contain material that is pornographic, racist, sexist, inflammatory, hateful, obscene or abusive nature or which promotes illegal activities or violence).
- If I use other people’s work (including items taken from the Internet) as part of my own research and study I will always acknowledge them.
- I will obtain permission from the copyright owner for the use of their works if I included them as part of a portfolio for employment, entry for a competition or any other uses other than for private research and study.
- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic materials, or content that is offensive, disturbing or intimidating or that encourages dangerous or illegal activity.
- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others.
- I will not damage or disable any device or network of the school, the Department of Education or any other organisation.
- I will be mindful of the possible problems caused by sharing or transmitting large files online, and for sharing other people’s copyright online e.g. music and video files.



### I understand that:

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;
- the misuse of online services may result in the withdrawal of access to services and other consequences outlined in the School’s policy; and
- I may be held liable for offences committed using online services.



On enrolment, you and your child will be asked to sign a form agreeing to the above conditions.



# LOCAL COMPLAINTS MANAGEMENT GUIDELINES

Success Primary School (SPS) is committed to responding positively to complaints. In particular, the partnership between parents and schools is a strong focus with the aim for parent and school community members to be confident that staff will listen and respond to needs and concerns.

## DEPARTMENT OF EDUCATION POLICY STATEMENT

- a) Employees of the Department of Education (the Department) are responsible for managing the resolution of enquiries, concerns, complaints and disputes lodged by students, parents, members of the community, employees of government and non-government agencies and the Department in their private capacity.
- b) Employees of the Department will make every effort to promptly resolve enquiries, concerns and complaints preferably at the local level where appropriate, in accordance with the principles of procedural fairness.
- c) Principals, directors and line managers are responsible for establishing and maintaining processes for managing and reviewing enquiries, concerns and complaints that are appropriately managed at the local level.
- d) The Executive Director, Professional Standards and Conduct is responsible for resolving complaints that cannot be resolved at a local level.

## PRINCIPLES

The following principles apply to the management of all complaints:

- The process is accessible to all aggrieved parties and is underpinned by a commitment to cooperation on the part of Department of Education staff.
- Resolution at the local level is preferred, wherever it is appropriate to do so.
- Procedural fairness is afforded to all parties.
- The subject of the complaint is informed of the substance of the complaint.
- Vexatious, trivial or previously finalised issues are not pursued.
- Warranted investigation will be pursued with or without the active involvement of the complainant.
- Confidentiality is maintained, to the extent that it is consistent with legislative requirements.
- Complaints are monitored and their management evaluated so as to reduce the occurrence of systemic and recurring problems.
- In all matters, the educational well-being of students is the first priority.
- All persons in the school community including students, parents, administrators, teachers and support staff, have a right to be treated with respect and courtesy.
- Complainants are able to make enquiries, raise concerns or lodge complaints about the provision of education or the conduct of Department employees and have these dealt with efficiently, fairly and promptly.
- Processes are to be straightforward and align to the Department's policies.
- Information about the process for making enquiries, raising concerns of complaints is to be available to parents, students and members of the local community.



## **STAFF**

Staff must:

- maintain confidentiality in dealing with each matter;
- resolve parent concerns/collegiate concerns and complaints where possible;
- communicate outcomes of parent concerns/ collegiate concerns and complaints to a school administrator where appropriate; and
- refer parent enquiries, concerns and complaints to a school administrator where appropriate.

## **PARENTS**

Parents must:

- maintain confidentiality in dealing with matters;
- aim to resolve concerns and complaints where possible;
- communicate concerns complaints to a school administrator where appropriate; and
- refer complaints to an Administrator in regard to other parents and/or students. Parents must not confront other parents or students on the school grounds.

## **STUDENTS**

Students must:

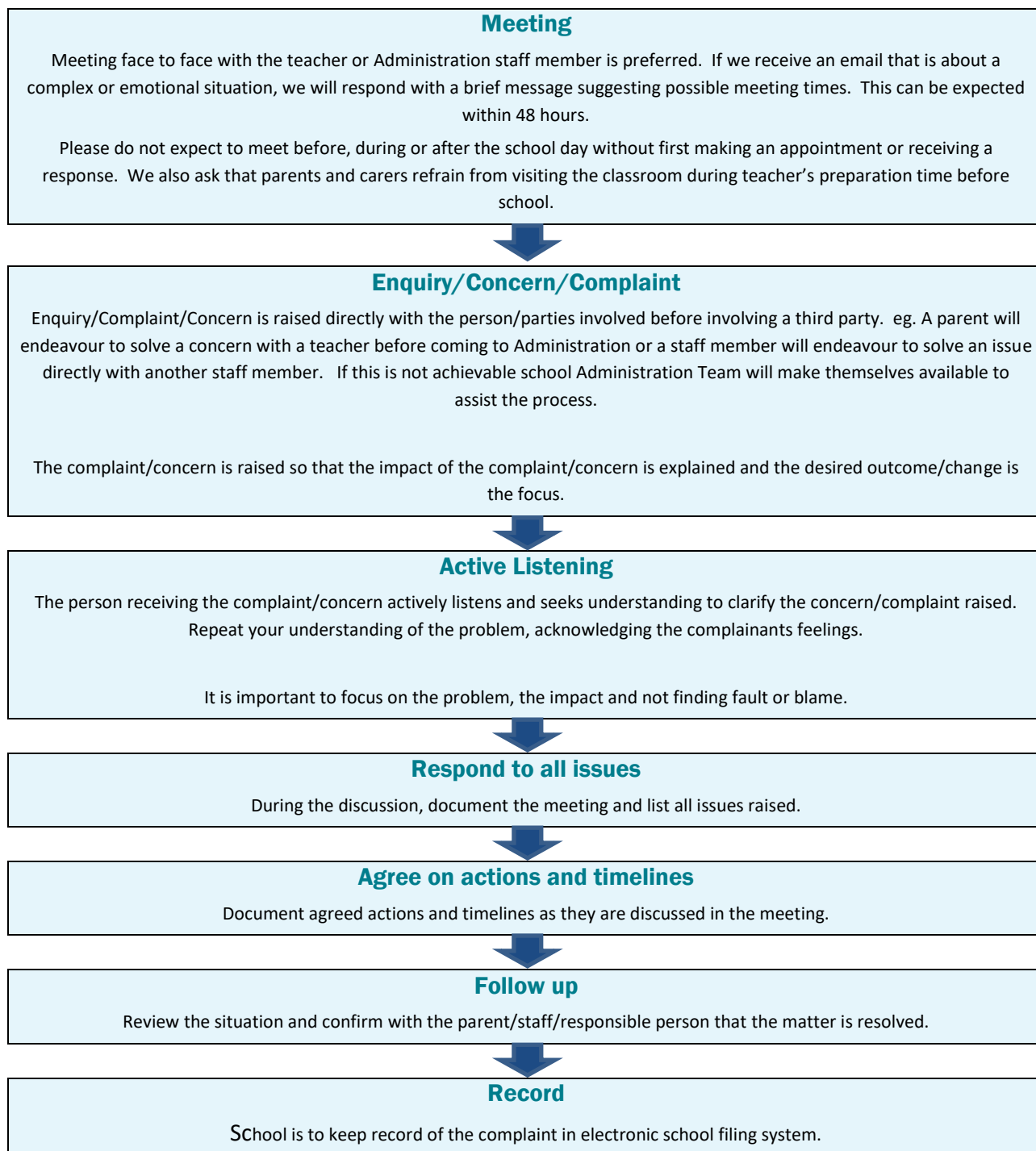
- maintain confidentiality in dealing with matters;
- aim to resolve concerns and complaints where possible;
- communicate concerns complaints to a school administrator where appropriate; and
- refer complaints to an Administrator in regard to other parents and/or students. Students must not confront other parents or students on the school grounds.

## **PRINCIPALS**

Principals must:

- maintain confidentiality and impartiality in dealing with each matter;
- ensure, wherever appropriate, that concerns and complaints are resolved at the school level;
- develop and implement a process for registering, responding to and managing parent enquiries, concerns and complaints;
- ensure that the process for managing complaints includes recording and monitoring of complaints and their outcomes to enable improvements to be identified and implemented;
- ensure that enquiries, concerns and complaint procedures are communicated clearly to parents and community members;
- ensure that school policies and procedures are modified, where necessary, to address areas of concern;
- ensure that processes are consistent with all relevant Department policies;
- ensure that complainants and respondents are aware that they can have a friend or adviser present during any discussion; and refer the complaint, where appropriate, to the Director Schools for either resolution or, if the complaint has possible disciplinary implications for an employee, to the Standards and Integrity Directorate to manage.

## SPS LOCAL COMPLAINTS MANAGEMENT FLOW CHART



### Key Principles for handling complaints

- Act promptly
- Listen carefully, discuss the issues calmly and maintain confidentiality
- Focus on the relevant issues
- Give personal and specific responses
- Keep a record of complaints, timeline for action, action taken and outcomes