



Success Primary School

PARENTS/CARERS INFORMATION BOOKLET

2026



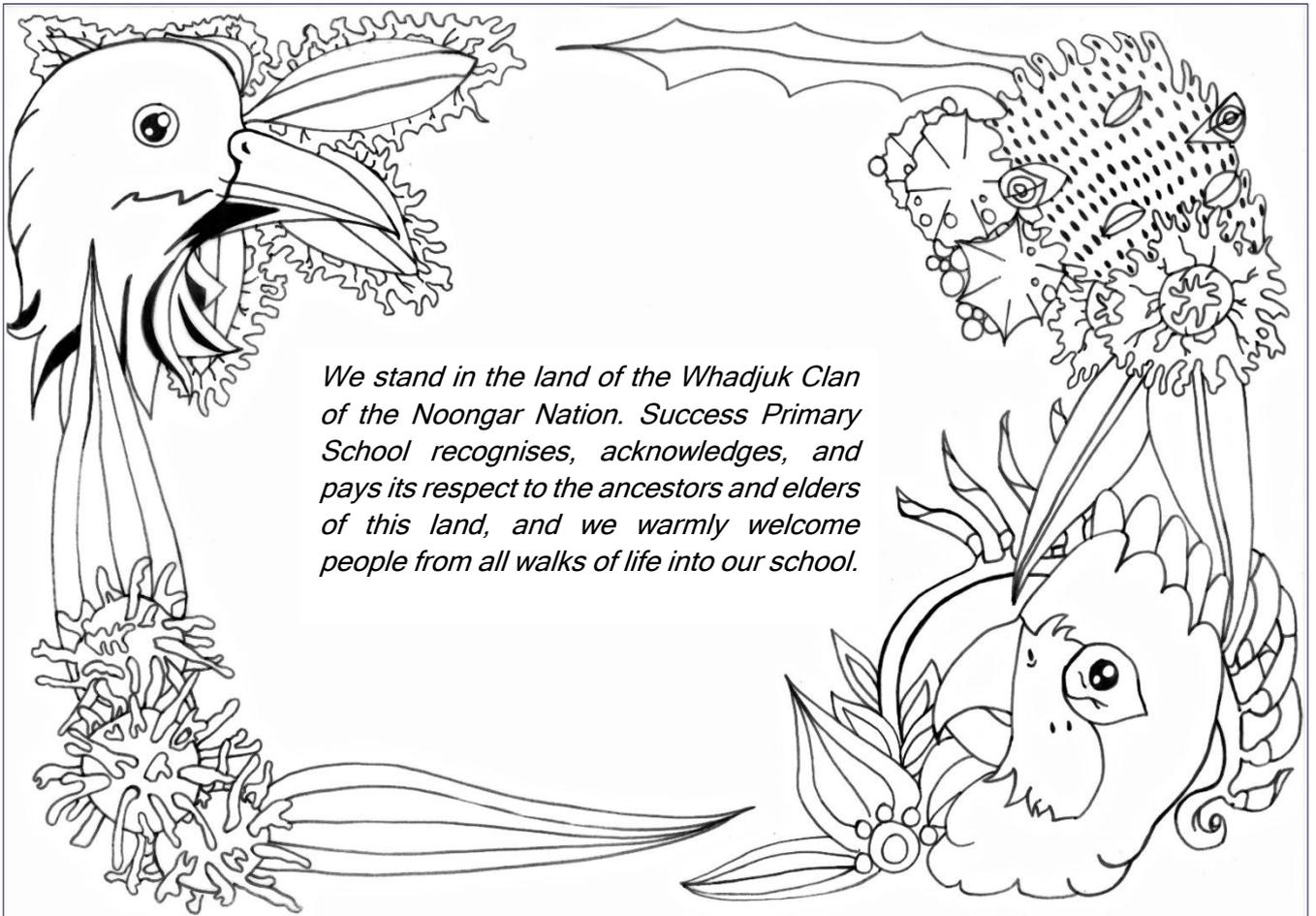


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OUR PURPOSE

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:

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 21st 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

Striving for success

Taking responsibility

Always inclusive

Respect

Stay 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
DEPUTY PRINCIPALS	Donna Howat Genevieve Caddy Josh Amato Rebecca Scoble Wood
MANAGER CORPORATE SERVICES	Sue Criddle
SCHOOL OFFICERS	Judi Milne Tina Reeves Kerry Pelliccione Michelle Matthews Donna Gates
LIBRARY OFFICER	Michelle Waghorn

SCHOOL TERMS

Term Dates				
SEMESTER 1	Term 1	* Monday 2 February 2026	-	Thursday 2 April 2026
	Term 2	* Monday 20 April 2026	-	Friday 3 July 2026
SEMESTER 2	Term 3	* Monday 20 July 2026	-	Friday 25 September 2026
	Term 4	* Monday 12 October 2026	-	Thursday 17 December 2026

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

The school year for students starts on Monday 2 February 2026.

PUBLIC HOLIDAYS

Public Holiday Dates	
Labour Day	Monday 2 March 2026
Good Friday	Friday 3 April 2026
Easter Monday	Monday 6 April 2026
ANZAC Day	Saturday 25 April 2026 & Monday 27 April 2026
WA Day	Monday 1 June 2026
King's Birthday	Monday 28 September 2026

SCHOOL DEVELOPMENT DAYS

In 2026 there will be 5 School Development Days (**Students do not attend**)

School Development Days	School Timetable	
<ul style="list-style-type: none"> Thursday 29 January 2026 (before students commence) Friday 30 January 2026 (before students commence) Monday 20 April 2026 (Term 2) Monday 20 July 2026 (Term 3) Monday 12 October 2026 (Term 4) 	Times	
	8:45 – 10:55	
	10:55 – 11.30	lunch
	11.30 – 1:30	
	1:30 – 1:55	afternoon recess
	1:55 – 2.55	

1:1 IPAD PROGRAM YEAR 2 – 6

Students in Year 2 – 6 are required to bring an iPad to school. Our Year 2 program commences in Semester 2. For more information please refer to our school website under '1:1 iPad Program' www.successprimary.wa.edu.au

Our SPS iPad User Agreement (see **Appendix H**) is discussed with students at the start of every school year, so they understand the expected behaviours. 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 the front office via success.ps@education.wa.edu.au or Connect if your child is absent from school due to illness. 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 emails and phone calls 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 via Connect) 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, learning material will not be provided 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 may 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 if parents would like to assist with canteen please contact the P&C on 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 PLACEMENT

Our Class Placement Policy provides a step-by-step guide on the development of class lists. The administration team establishes class structures for the following year based upon anticipated enrolments in accordance with the school Education Act Employee's General Agreement. Once class structures have been finalised, teachers meet to establish class lists for the following year.

Please refer to our Class Placement Policy for further information:

[Class-Placement-Policy.pdf](#)

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

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

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.

COMPOSITE CLASS GROUPINGS RATIONALE

This document provides an overview of composite (or 'split-level') classrooms, such as Year 1/2 or Year 4/5. It aims to help parents understand why public schools may choose to implement these class structures and how learning is implemented and supported. Please refer to the Class Composite Rationale on our website:

[Policies - Success Primary School](#)

CONNECT SCHOOL COMMUNICATION PLATFORM

Connect is a Department of Education tool for classroom communication between parents and teachers. Connect is used for:

- Classroom notices
- News
- School events
- Whole school communication
- Messages between teachers and parents
- Attendance data and reports

Our school also uses Connect to keep you updated with important information. Every parent will be issued with a username (Connect Pcode) and password.

For more information, please see the Connect Quick Guide on our school website:

<https://www.successprimary.wa.edu.au/parent-information/connect/>

CONNECT AND RESPECT – EXPECTATIONS

[Connect and respect - Department of Education](#)

[About Our School - Success Primary School](#)

Please also refer to **Appendix B, C, D and E**.

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
 - SMS (for absentees, contains a link to add attendance note and advise absence type)
- reports on your child's progress and achievement:
 - Term 1 – Parent interviews
 - Term 2 – Semester 1 reports
 - Term 3 – Open Classrooms
 - Term 4 – Semester 2 reports
- celebration of your child's achievements:
 - Block assemblies
 - Whole school assemblies
 - Connect notifications
 - 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 surveys in Term 2 and 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, send a note with your child to hand to the teacher or send an email prior to 8.00am. Staff, if possible, will 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

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 **Appendix J - Local Complaints Management Guidelines**.

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 – Connect and Respect – Respectful Conversations
- Appendix F – Behaviour Management
- Appendix G – Behaviour Matrix
- Appendix H – iPad Behaviour Matrix
- Appendix I – Internet Use
- Appendix J – Local Complaints Guidelines
- Appendix K – Parking at Success Primary School

Restorative Practices

Where appropriate, a restorative practices approach will be used to deal with unexpected behaviour. 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.

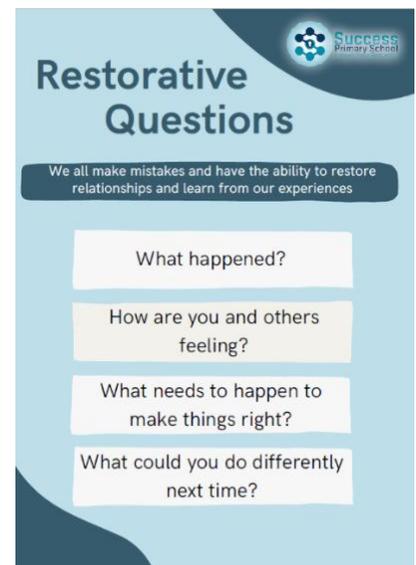
Please also refer to our Good Standing and Bullying policies:

[Policies - Success Primary School](#)

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

CONTRIBUTIONS, CHARGES AND OTHER OPTIONAL COSTS

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 Contribution, Charges and Other Optional Costs. 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 through the Personal Items List (West School Supplies), front office or direct deposit.

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.

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 our website:



[Policies - Success Primary School](#)

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.

EDUCATION ASSISTANTS

Special Needs Education Assistants (SNEAs) and Advanced Education Assistants (AEA)

At Success Primary School, we are proud to have a highly skilled team of SNEA's and AEA's who play a vital role in supporting the inclusion, engagement and learning of students with additional needs across both our mainstream and Endorsed Education Support Program settings.

SNEAs work under the guidance and direction of teachers to implement individual education and adjustment plans that promote each child's academic, social, emotional and physical development. Their support may include assisting with communication, providing personal care, adapting learning materials, or facilitating participation in class, playground and community activities.

While **individual disability allocations** are provided to the school to support specific students, the **associated funding is not provided as a set number of Education Assistant hours**. The funding is used strategically and flexibly to deliver a broad range of supports.

This funding may be used to provide:

- Education Assistant support within classrooms and playgrounds;
- Teacher release time for collaborative planning, case meetings and IEP development;
- Professional learning for staff;
- Specialist consultancy or services that build staff capability (eg speech, occupational therapy, psychology);

- Specialised equipment, assistive technology and sensory resources;
- Adjustments to the learning environment to improve access, safety and engagement;
- Transition support for students moving between year levels or settings.

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 and Good Standing Policy:

[Policies - Success Primary School](#)

GUIDELINES FOR STUDENT PICK UP AND DROP OFF

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

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 use this as a guide:

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;
- 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** if your child is requiring any medication to be taken 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.

Please note: medication that needs to be dispensed in half tablets needs to be precut on delivery as per Departmental guidelines.

MOBILE PHONE AND DEVICE POLICY

In line with the Department of Education's Student Mobile Phones in Public Schools Policy, Success Primary School enforces a mobile phone ban for all students from the moment they arrive at school until the end of the school day, unless an approved exemption has been granted.

Mobile phones must be turned off and handed to the classroom teacher before school begins. Students may collect their phone at the end of the day.

Smart watches must be disabled during the school day so that calls, messages, and notifications cannot be sent or received. This can be managed through parental control settings. If a smart watch cannot be disabled, it must be handed in to the teacher at the start of the day and collected at home time.

We appreciate your support in ensuring that our school remains a safe and focused learning environment for all students. Please refer to our Mobile Phone and Device Policy:

[Policies - Success Primary School](#)

MANAGING EXPECTED AND UNEXPECTED BEHAVIOURS

At Success Primary School, we value open communication and the strong, respectful partnerships we share with our families. From time to time, incidents will occur — as they do in every school — and when they do, we endeavour to work promptly and appropriately with the students and families directly involved to ensure matters are addressed constructively and proportionately. We sincerely thank the many parents who support this approach and trust us to manage situations with care, fairness, and professionalism.

If you ever have a concern or feel uncertain about something you've heard, I encourage you to contact us directly. Going straight to the source is always the best way to receive accurate information and avoid unnecessary worry.

We follow clear policies to guide how we support students with their behaviour, including the:

- **SPS Good Standing Policy**
- **SPS Responding to Unexpected Student Behaviour**
- **SPS Behaviour Information Guide (Years 1-6)**
- **SPS Bullying Policy**
- **Tiered System of Support and Intervention**

Each of these SPS documents can be found on our school website. We also follow the principles of Team Teach, the Department of Education's revised Student Behaviour in Public Schools policy, and **Standing Together Against Violence**.

While the actions we take may not always be visible to others, please be reassured that they are always appropriate, fair, and tailored to each student's needs. These actions are communicated only with the families directly involved and are never discussed with other students or parents. When required, confidential **Positive Behaviour Support and Risk Management Plans** are developed to ensure we supported in the best way possible. As an Administration Team, we work closely with staff every day, reviewing situations and making thoughtful decisions to keep our school safe and supportive for everyone.

Please also refer to **Appendix F – Behaviour Management**.

MENTAL HEALTH AND WELLBEING – PROACTIVE STRATEGIES

At Success Primary School (SPS) we are proactive in ensuring we have practices in place that support your child's health and wellbeing:

SPS is a **Positive Behaviour Support (PBS) aligned school**. PBS is a DoE recommended, evidence-based framework and a whole school approach we take it at SPS. PBS is a journey we are on as it takes time to develop and implement this whole school framework, and we continue to build on it each year. It includes: our **Behaviour Matrix** which is aligned with our **STARS Expectations** and our framework of fortnightly **Respectful Messages**, our whole school **token system**, our **fortnightly STARS assemblies** and our **Good Standing Policy** is embedded.

Restorative Practices are embedded to support students when they make mistakes and for those who have been impacted by these mistakes. These practices provide learning opportunities such as taking responsibility for one's actions or contributions to a problem, talking to those impacted by our actions, discussing future changes in behaviour, making things right, apologising, discussing a way forward and accepting that things could be different moving forward, but that we all need to find away.

Proactive playground supervision – Duty staff members are easily identifiable (fluoro vests) and are constantly moving, scanning using 'with-it-ness' and positively interacting as they move through the playground duty areas. We have clear expectations outlined for students and staff.

Classroom Management Strategies (CMS) are embedded in every classroom/lesson. Staff are regularly

trained in CMS, and these approaches are reviewed regularly and embedded in our bi-annual observation cycle for feedback and ongoing whole school improvement.

Whole school **SPS Health Planners** which provide a scope and sequence for our staff to ensure they are providing **targeted health lessons** to support our students' health and wellbeing which include showing respect to self and others, Protective Behaviours, SPS Racism Lessons Yr4-6, Bullying PowerPoints Yr3-6, Bounce Back Powerpoint lesson Yr1-6, friendship skills...

The use of the **Zones of Regulation** framework embeds a common language across our school to foster emotional regulation and enhance social-emotional learning. It develops crucial self-regulation skills, supports emotional self-awareness, introduces strategies to manage emotions and promote resilience. Through consistent use of tools like our **Size of the Problem** chart, students are reminded that if a challenge is a 'Medium Problem' or greater, they need to seek adult support. This framework contributes to developing a positive and supportive school environment for all school members.

At SPS we have begun to introduce the **social and emotional programs Aussie Optimism Yr 3-6 and Friendly Schools Yr PP-2**. These programs will be fully implemented by 2026. Aussie Optimism is an evidence-based program recommended by the Department of Education and BeYou (the National Mental Health Initiative). The program Aussie Optimism aims to prevent depression and anxiety in children and young people. It provides students with practical skills and strategies that promote social skills and emotional wellbeing in the principles of cognitive behaviour therapy. **Friendly Schools** has been specifically chosen to cater for our younger students.

Positive behaviour recognition and reinforcement (embedded on PBS)

- In class – tokens, whole class rewards, classroom jobs, STARS Awards, extension work with a peer, peer coaching opportunities, class VIP...
- Whole school – celebration plays, honour certificates, whole school rewards, administration check ins.

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

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.



OSHCLUB

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



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.

PARKING

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.

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 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

We are extremely fortunate at SPS to have access to **two large off-site parking areas**, offering more than **190 parent bays in total** — just a short two-minute walk from the school gates. These additional spaces play a vital role in keeping our students safe during busy drop-off and pick-up times. Unfortunately, some unsafe and inconsiderate practices have been observed, including drivers **stopping on Meridian Street and Columbus Loop to let children out, blocking traffic while helping children with bags, and parking on pedestrian strips or paving**. These actions not only disrupt traffic flow but also create a **serious safety risk** for students and families.

To support our community in understanding where safe and appropriate parking is available, please **refer to Appendix K – Parking at Success Primary School**. By following these guidelines, we can all help to maintain a **safe, respectful, and community-minded environment** for our students, staff, and families.

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.

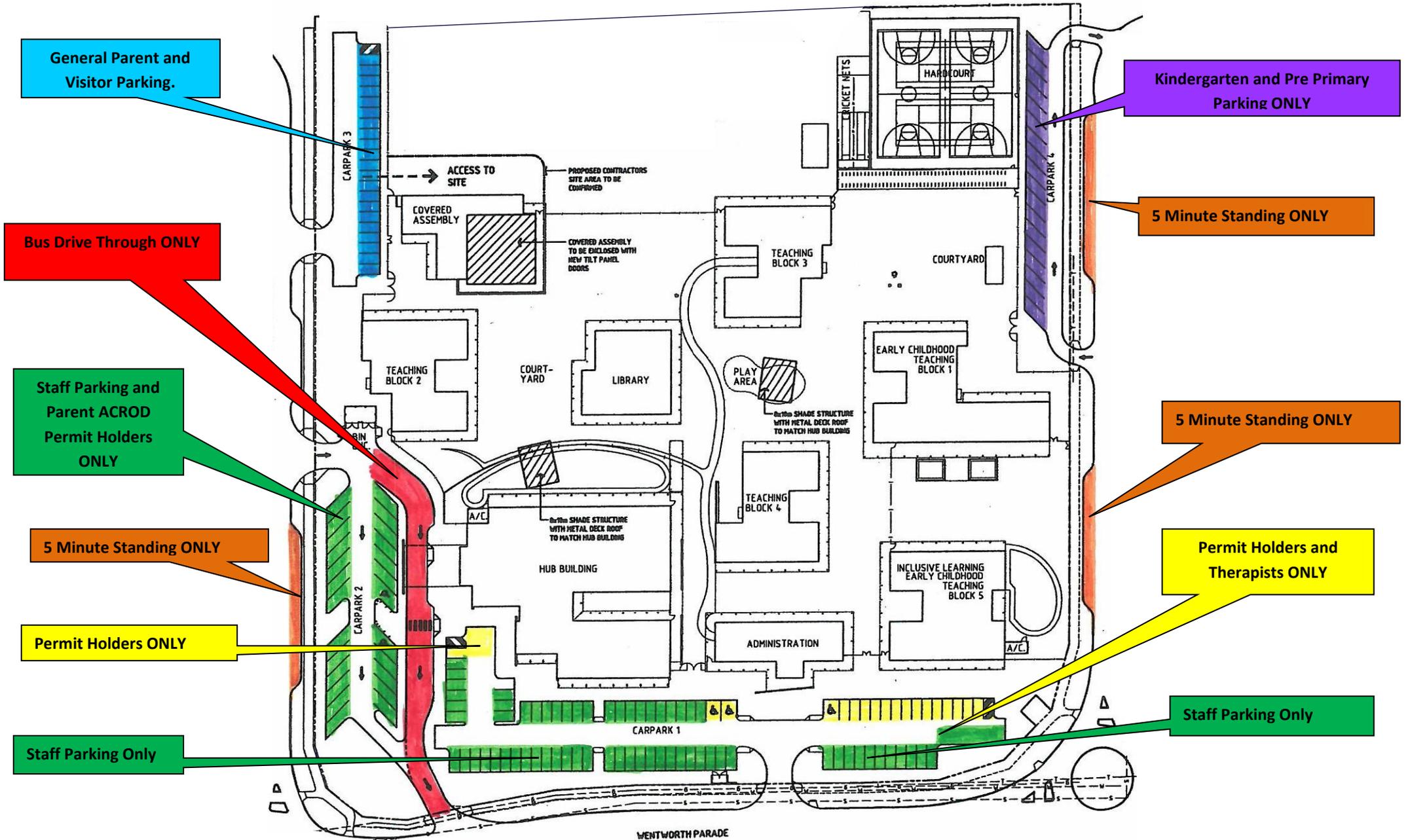


- ✓ Just over a 2-minute walk to 111 parent parking bays (enter Hammond Rd or continue along Blackford Turn)
- ✓ Walk across the reserve to the gate entering our school oval



- ✓ Just over a 2-minute walk to 83 parent parking bays (Meridian St / Blackford Turn)
- ✓ Footpath access from carpark to school

School Parking Plan - August 2022



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.

REPORTING TO PARENTS

Success Primary School implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 6 and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA). Please refer to the Assessment and Reporting Policy on our website:

[Policies - Success Primary School](#)

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 statement of expectation.

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

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 academic 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:



Strive for success

Take responsibility

Always inclusive

Respectful

Stay 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 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. We have also had CCTV installed in our administration office. Please do your bit to protect and look after our school.

SCHOOL UNIFORM AND DRESS GUIDELINES

Please refer to the School Uniform and Dress Guidelines on our website:

[Policies - Success Primary School](#)

WHY OUR DRESS CODE MATTERS

A student dress code is essential in primary school as it:

- Fosters a sense of belonging and pride in the school community.
- Promotes equality by minimising visible socioeconomic differences.
- Enhances student safety through appropriate and practical attire.
- Supports a focused learning environment by minimising distractions.
- Reinforces school identity and strengthens our public image.

The Student Dress Code is endorsed by the Success Primary School Board and is a condition of enrolment for students in Kindy to Year 6.

GENERAL UNIFORM REQUIREMENTS

- All students must wear the **Success Primary School** branded shirt.
- The **current school shirt is \$20** while stocks last. The **new shirt (right)** will be available early 2026. *Students will be able to wear either the current or new design.*
- **Shorts, skirts, and skorts** must be navy in colour and of **mid-thigh length**.
- **Bike shorts and gym shorts** are **not suitable** for school wear.
- **Winter leggings** (if worn) must be navy or black and only worn **under a school skirt or dress**.
- **School hats** must be a **broad-brimmed navy hat**, preferably with the school logo. This is required **daily** and **compulsory** when representing the school at excursions and interschool events.



Footwear

- Students are required to wear **enclosed, supportive, and secure footwear** such as sneakers or strapped sandals.
- The following are **not permitted**:
 - Thongs
 - Slides
 - Crocs, or
 - Fashion boots

Accessories and Hair

- **Hair**: Students with shoulder-length hair or longer must have it tied back. Scrunchies, hair ties and clips must school colours only.
- **Headbands** must be cloth or plastic in school colours only.
- **Permitted jewellery**: small ear studs or sleepers.
- **Not permitted**: other facial jewellery or visible accessories.
- **Smartwatches** are allowed but are to be switched to 'aero plane mode' (as per Department of Education Mobile Phone policy).
- Jewellery of **religious significance** may be worn after consultation with the class teacher and tucked inside clothing for safety.
- A medical alert bracelet may be worn at all times for health and safety reasons.
- **Makeup** and **nail polish** are not appropriate unless part of a school assembly or production.

Special Uniform Guidelines

- **Faction shirts** may be worn on **Fridays** and at all school sport events.
- **Interschool shirts and choir shirts** are to be worn only for designated events.
- **Non-uniform coats and rain jackets** may be worn **to and from school** but not during school hours.
- **Year 6 Leavers shirts** are permitted to be worn by our graduating students.

UNIFORM SUPPLY AND SUPPORT

- Uniforms are available from:
 - Uniform Concepts**
 - 24/26 Solomon Road
 - Jandakot
 - Phone: (08) 9270 4650
 - Email: jandakot@uc.nellgray.com.au

Online: www.nellgray.com.au

- Second-hand uniforms can be sourced by contacting:

Success P&C

Nadia

Email: successpandcuniforms@gmail.com

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 Year 3-6



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.

TIERED SYSTEMS OF SUPPORT AND INTERVENTION

At Success Primary School, we are committed to supporting all students through a tiered system of support:

- Tier 1: Universal strategies and adjustments that benefit all students.
- Tier 2: Targeted, small-group interventions for students requiring additional support.
- Tier 3: Intensive, individualised support tailored to specific student needs.

To guide this approach, staff follow our SPS Tiered Systems of Support and Intervention framework, which is available on our website.

DOCUMENT HISTORY

DATE	REV	APPROVED
29 January 2026	3.1	Principal
Success Primary School 390 Wentworth Parade SUCCESS WA 6164 Ph 08 6174 2600 success.ps@education.wa.edu.au www.successprimary.wa.edu.au		



BULLYING POLICY

DEFINITION OF BULLYING

Bullying is repeated and on-going deliberate, targeted behaviour by one or more persons towards another which is intended to cause distress, hurt, injure, threaten, frighten, embarrass, upset or discomfort that person. Bullying has a power imbalance – which means that the person(s) bullying and the person being bullied aren't seen as being 'equal', or the person being bullied would have a hard time standing up for themselves or fighting back. Bullying can happen in person or online. It can be:

- obvious – overt or direct bullying
- hidden – covert or indirect
- online - cyberbullying

WHAT IS NOT BULLYING

The term 'bullying' is often used to describe a negative experience that causes upset for a child. An isolated incident of conflict is not bullying. Conflict is a component of children learning social norms and understanding how to relate to each other. In the younger years particularly, this is age-appropriate behaviour which forms part of their learning milestones.

SUCCESS PRIMARY SCHOOL POLICY STATEMENT

Success Primary School has **zero tolerance** towards bullying. We recognise, value and provide for diversity by building a school community in which all individuals are valued, respected and included. 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.

EXAMPLES OF BULLYING BEHAVIOUR (BUT NOT LIMITED TO)

Physical	Persistent pushing, hitting, pinching, tripping, bumping, kicking, obstructing, confining, stealing, damaging or interfering with personal property.
Verbal	Persistent threats of violence, name-calling, teasing, mocking, taunting, making put-down comments, belittling, insulting, intimidation, racist remarks, shouting at or swearing at.
Covert bullying	Persistent lying about someone, spreading rumours, mimicking, playing nasty jokes to humiliate, deliberately excluding someone, damaging someone's social reputation, following someone, whispering/laughing in a group and looking at the person being bullied or producing offensive graffiti about a person.
Cyber bullying	Sharing or producing online messages/pictures/emojis/video footage e.g. through harassing e-mails, SMS, cyber messages, social media, taking or using/altering photographs without permission. Revealing private information, exclusion from online groups, spreading rumours or lies, or creating fake profiles to harass or

	discredit someone.
Social/ Psychological	Persistent episodes of exclusion from activities, ignoring or threatening looks. Eye-rolling, intimidation, manipulation, coercion or stalking (online or in-person).
Discriminatory Bullying	Bullying based on protected characteristics – race, cultural background, religion, gender identity or expression, sexual orientation, disability or special needs, appearance or body image, socioeconomic status.
Sexual Bullying	Unwanted sexual comments, jokes, noises or gestures.

RESPONDING TO BULLYING

We respond to reported incidences of bullying by:

- Listening and talking to the person who is being bullied and to the person/s doing the bullying.
- Dealing with the bystanders – a bystander is a student who is aware of the bullying and is present at the time but doesn't help the victim or speak out against it. **They may be considered partly accountable if their presence is seen as encouraging the bullying.**
- Putting consequences in place for the person/s who has/have been bullying others and any bystanders. These may include:
 - loss of good standing/points
 - contact with parents
 - possible suspension and/or withdrawal from class or school events and restorative practices.
 - In extreme cases, it may involve the police and other agencies as necessary.
- Strongly discouraging retaliation – verbal or physical. Retaliation may lead to consequences.
- On-going bullying will escalate consequences.

These steps may vary depending on the circumstances and may include safety planning – each person and incident is different.

PROACTIVE STRATEGIES EMPLOYED BY SUCCESS PRIMARY SCHOOL

Our school currently has several programs and practices we have established to promote a caring and supportive environment. These should ensure that bullying and violence are minimised. These include:

- Tiered response to intervention – Mental Health and Engagement.
- Positive Behaviour Support (PBS) which includes discussing appropriate standards of behaviour and school rules with all students through our whole school approach – STARS expectations, school mascots, fortnightly Respectful Messages, fortnightly STARS Expectations with Respectful Messages embedded in assemblies, and faction and whole school celebrations.
- Years 1-6 Good Standing Policy.
- Restorative approach to mediation.
- Playground supervision – Duty staff members are easily identifiable (with fluoro vests) and are constantly moving, scanning using 'with-it-ness' and positively interacting as they move through the playground duty areas.
- Classroom Management Strategies (CMS) embedded into each classroom/lesson. Staff are regularly trained in CMS, and these approaches are reviewed regularly and embedded in our bi-annual observation cycle for feedback and ongoing whole school improvement.
- Use of a social skills and regulation programs (Aussie Optimism and Zones of Regulation), as needed; to develop resilience and empathy towards others as well as an awareness of students' own and others' emotions. Our Size of the Problem poster is regularly referred to by our staff and during

assemblies and our students are reminded regularly that if a problem is a ‘Medium Problem’ or yellow measure they need to seek adult support.

- Curriculum-based Health lessons incorporating showing respect, empathy and role-playing different scenarios which consider differing points of view.
- Specific bystander, bullying lessons for students and in-school activities related to bullying.
- Regular principal and deputy principal classroom check-ins.

DOBBING VS. TELLING (UNDERSTANDING THE SIZE OF THE PROBLEM)

It’s important to understand the difference between *dobbing* (or *snitching*) and *telling*. Dobbing is when someone reports a **tiny or small problem**—like a one-off minor annoyance or rule-breaking—not to keep people safe, but to get someone into trouble. Telling is when someone reports a **medium or big problem**, such as bullying, unsafe behaviour, or something that could hurt someone emotionally or physically.

At our school, we encourage telling, especially when the problem is too big for a student to handle alone. When a **medium problem** arises—like repeated unkindness or exclusion—students are encouraged to report it and get help from an adult. Everyone deserves to feel safe and supported, and asking for help is a strong and responsible choice.

WHAT TO DO IF YOU ARE BEING BULLIED

- Report bullying as soon as possible. Do not ignore it as it may escalate.
- Read the WA Department of Education parent information sheet for signs of bullying and how to support your child: <https://www.education.wa.edu.au/bullying>

HOW TO REPORT BULLYING

- The first point of contact is always your classroom teacher. This can be done verbally or via their email.
- Email the Success Primary School email address: success.ps@education.wa.edu.au

CONFIDENTIALITY

- Privacy and confidentiality will be maintained for the reporter of the bullying and those involved in the investigation.

THE BOUNDS OF THE POLICY

School grounds	School grounds are the primary focus for this policy, and consist of facilities, buildings, play areas and classrooms of Success Primary School located at 390 Wentworth Parade, Success WA 6164.
School related events	On a scheduled school attendance day at or in connection with a school event which may or not be on the school grounds.

HOW PARENTS CAN HELP

Parents play a vital role in supporting their child and the school in preventing and addressing bullying. You can help by:

Understanding	Understanding what bullying is and talking about what it looks like with your child.
Reporting	Encouraging and supporting your child to report any incidents of bullying to a trusted adult at school. We cannot support your child beyond our proactive strategies if we do not know there is a problem.
Monitoring	Monitoring your child's use of technology , including social media and mobile phones.
Partnership	Working in partnership with school staff and trusting that they will address bullying professionally and promptly.
Supporting	Supporting the school's anti-bullying plan and helping your child build resilience and positive attitudes.

HELPFUL RESOURCES

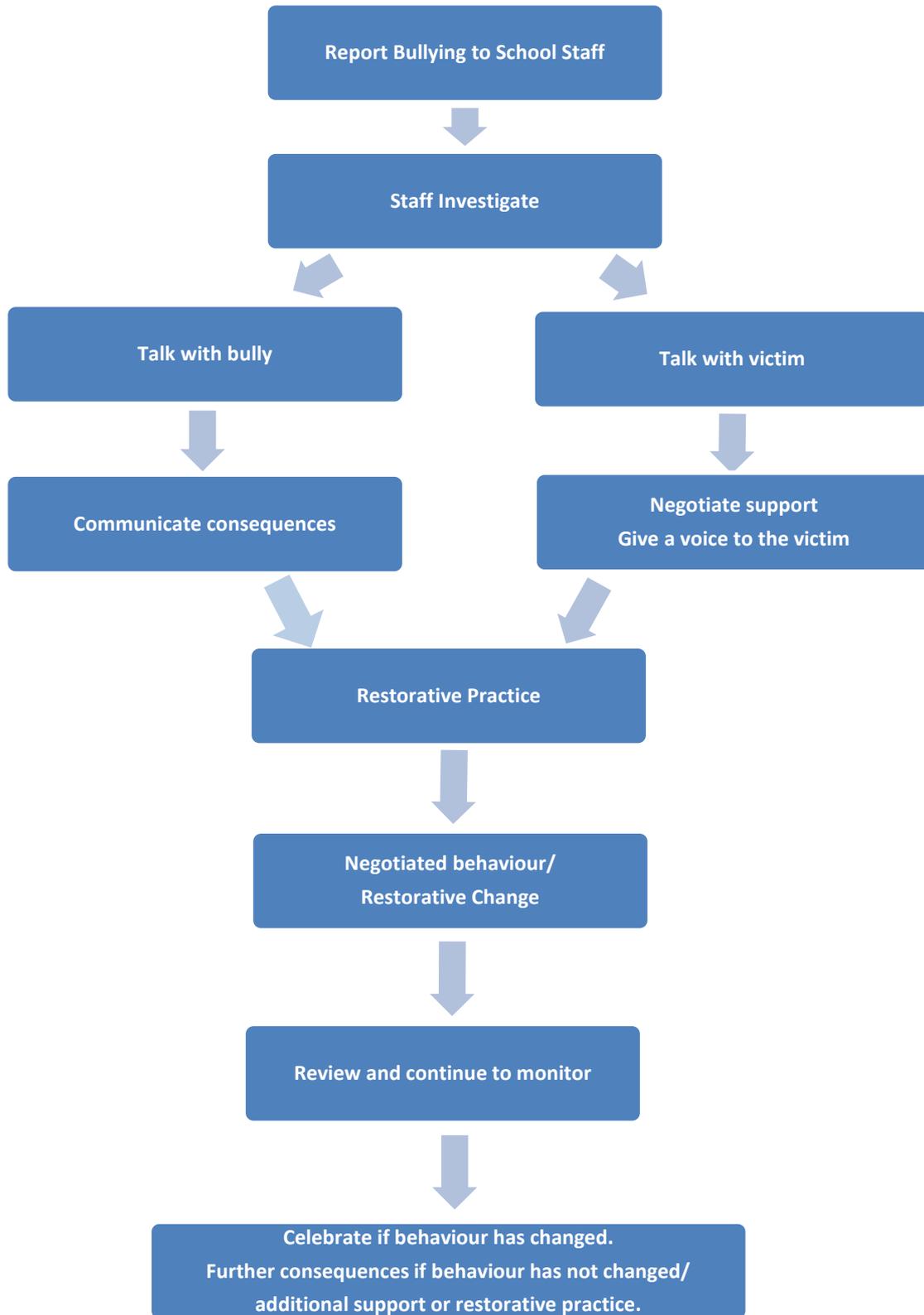
If your child is being or has been bullied, consider these resources to support your child at home:

- Kids Helpline – 1800 551 800 Website: <https://kidshelpline.com.au/>
- Bullying No Way – <https://bullyingnoway.gov.au/>
- Dolly's Dream Support line – 0488 881 033 Website: <https://www.dollysdream.org.au/>
- E-Safety Commission – <https://www.esafety.gov.au/parents>

If your child is the bully, consider these resources to support your child at home:

- Kids Helpline – 1800 551 800 Website: <https://kidshelpline.com.au/>
- Child Mind Institute – <https://childmind.org/article/what-to-do-if-your-child-is-bullying/>
- Stomp Out Bullying – <https://www.stompoutbullying.org/what-do-if-your-child-bully>
- Raising Children – <https://raisingchildren.net.au/school-age/behaviour/bullying/your-child-bullying>

BULLYING INCIDENT PLAN





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





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](https://www.education.wa.edu.au/complaints).

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



Connect and Respect Respectful Conversations

Step 1 - Contact the Teacher

Arrange a Meeting

Contact your child's teacher to arrange a suitable time for a face-to-face meeting.

Share Key Points in Advance

Briefly outline the topics you'd like to discuss. Framing your concerns as questions can help promote collaboration and a solution focused approach e.g. ***“What happened during...?”***, ***“Is this behaviour or situation typical for this age group?”***, ***“Has my child shared anything about this with you?”***

Meeting Confirmation

The teacher will confirm the meeting time with you.

Support During the Meeting

In some instances, the teacher may invite a member of the school's administration team to attend the meeting to provide additional support and clarity.

Step 2 - Time

Allow Time for Follow-Up

Please allow time for the teacher to investigate the matter thoroughly and gather the necessary information.

Time to Implement Support

Some situations may require time to develop and implement appropriate support strategies to best assist your child.

Step 3 - Administration

Further Support

If the issue remains unresolved after meeting with the teacher, you are welcome to contact a member of the school's administration team for further support.

Share Key Information

Briefly outline the concerns you wish to discuss, to help us prepare and support the conversation effectively.

Meeting Confirmation

A member of the administration team will confirm a suitable time to meet with you.



Success Primary School
“So my students can I will”

Responding to Unexpected Student Behaviour

If the student’s behaviour is a safety concern, seek admin support.

The progressions below are tracked on the Class Dot Chart.

0

Staff continuously use CMS low key responses.

1

Staff give a verbal reminder that explicitly states the STARS expectations. If the unexpected behaviour continues after take up time, the student will receive a **formal warning and their first dot.**

2

If the unexpected behaviour continues after take up time, the student will receive a **second dot and move to a space in the classroom where they are able to reflect and reset.**

3

If the unexpected behaviour continues after take up time, the student will receive a **third dot and move to a different classroom, where they are able to reflect and reset.** A restorative process will take place and student may lose a Good Standing point. If student is noncompliant go to #4.

4

If the student returns to class and the unexpected behaviour continues, **contact Admin for support.**



Success Primary School

Behaviour Matrix

Strive for Success	Take Responsibility	Always Inclusive	Respectful	Stay Safe
				
I complete all tasks to the best of my ability	I am organised and ready to learn	I encourage others	I use people's names	I wear my hat
I display great sportsmanship	I care for my belongings	I play fairly	I listen to and follow instructions from staff	I walk on the paved areas
I wear my school uniform with pride	I care for country	I include others	I follow the Respectful Messages	I listen to my early warning signs
I take pride in the presentation of my work	I am honest	I speak kindly to everyone	I use my manners	I tell trusted adults how I feel



APPENDIX I - 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:

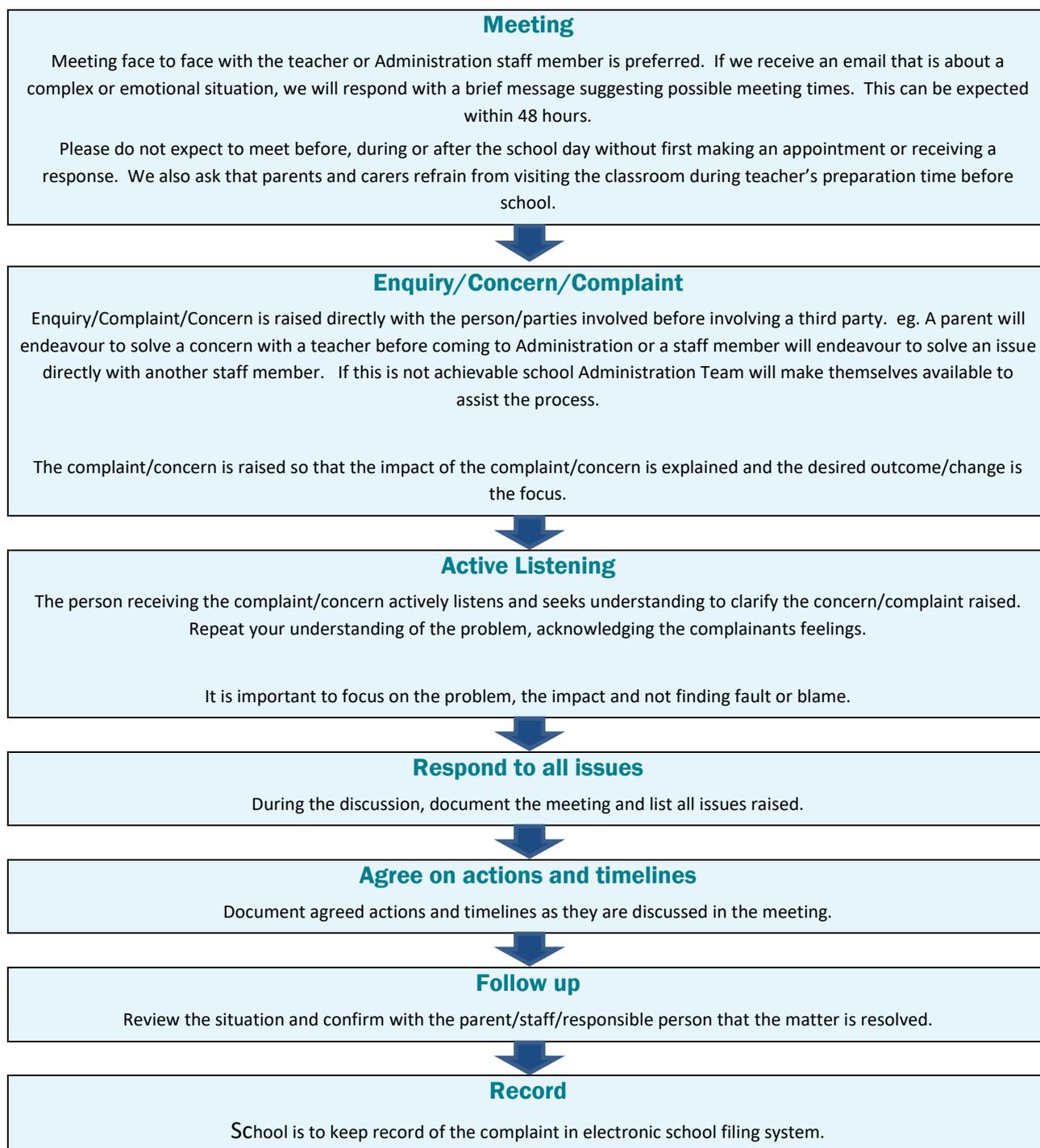
- maintain confidentiality in dealing with matters;
- aim to resolve concerns and complaints where possible;
- communicate concerns complaints to a school administrator where appropriate; and
- refer complaints to an Administrator in regard to other parents and/or students. Students must not confront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



Parking at Success PS



200 Bays - 2 minute walk - 193m

85 Bays - 2 minute walk - 225m

! To avoid traffic congestion, please plan your morning/afternoon trips around parking in these bays. Please prepare your child for the change.



Please scan the QR code or see these helpful tips from the City of Cockburn.



Smart School Parking: Simple Rules for a Safer School Zone

Let's work together to keep our kids safe and make drop-off and pick-up times easier for everyone:

- 1 **Be alert and patient** – Watch for children and show courtesy to others
- 2 **Follow the signs** – Park safely and only where permitted
- 3 **Use Kiss 'n' Drive or park nearby** – Keep traffic flowing and walk a short distance if you can
- 4 **Plan ahead** – Arrive a little earlier to make drop-off and pick-up stress-free



Please contact Ranger Services for more information/reporting unsafe behaviour on **08 9411 3444** or email communitysafety@cockburn.wa.gov.au

