

CONTENTS - 2017

									Page
INTRODUCTION	..	..	..	..	..	..	..	..	3-4
1.0 SCHOOL PRIORITIES	..	..	..	..	..	..	..	..	5
2.0 TERM DATES	..	..	..	..	..	..	..	..	5
3.0 SCHOOL HOURS	..	..	..	..	..	..	..	..	5
<i>Early Arrival at School</i>	..	..	..	..	..	..	..	..	6
<i>Lunch Break</i>	..	..	..	..	..	..	..	..	6
<i>Waste Free Lunch Project</i>	..	..	..	..	..	..	..	..	6
<i>Leaving School Grounds</i>	..	..	..	..	..	..	..	..	6
<i>Visitors</i>	..	..	..	..	..	..	..	..	6
4.0 ATTENDANCE	..	..	..	..	..	..	..	..	7
<i>First Aid/Sick Students..</i>	..	..	..	..	..	..	..	..	7
<i>Student Absences</i>	..	..	..	..	..	..	..	..	7
<i>Transfers to Other Schools..</i>	..	..	..	..	..	..	..	..	7
5.0 SCHOOL UNIFORM	..	..	..	..	..	..	..	..	8
<i>Uniforms</i>	..	..	..	..	..	..	..	..	8-9
<i>Faction Shirts</i>	..	..	..	..	..	..	..	..	9
<i>Hats</i>	..	..	..	..	..	..	..	..	9
<i>Hair</i>	..	..	..	..	..	..	..	..	9
<i>Jewellery</i>	..	..	..	..	..	..	..	..	9
<i>Footwear</i>	..	..	..	..	..	..	..	..	9
<i>Lost Property..</i>	..	..	..	..	..	..	..	..	10
<i>Uniform Purchase</i>	..	..	..	..	..	..	..	..	10
6.0 SCHOOL - HOME COMMUNICATION	..	..	..	..	..	..	..	..	10
<i>Parent / Guardian Phone Numbers</i>	..	..	..	..	..	..	..	..	10
<i>Parent Teacher Interviews</i>	..	..	..	..	..	..	..	..	10
<i>Reporting to Parents Reports</i>	..	..	..	..	..	..	..	..	10
<i>Reports</i>	..	..	..	..	..	..	..	..	10
<i>School Open Night</i>	..	..	..	..	..	..	..	..	11
<i>Newsletters</i>	..	..	..	..	..	..	..	..	11
<i>Class Term Newsletters</i>	..	..	..	..	..	..	..	..	11
<i>Assemblies</i>	..	..	..	..	..	..	..	..	11
<i>Homework</i>	..	..	..	..	..	..	..	..	11
<i>Parents and Citizens' Association</i>	..	..	..	..	..	..	..	..	12
7.0 SCHOOL BOARD	..	..	..	..	..	..	..	..	12-13
8.0 SCHOOL RECORDS - INFORMATION	..	..	..	..	..	..	..	..	13
9.0 SCHOOL CONTRIBUTIONS..	..	..	..	..	..	..	..	..	13
10.0 HEALTH & SAFETY ISSUES	..	..	..	..	..	..	..	..	13-14
<i>Administration of Medication</i>	..	..	..	..	..	..	..	..	13-14
<i>School Health Service</i>	..	..	..	..	..	..	..	..	14
<i>Dental Therapy Clinic</i>	..	..	..	..	..	..	..	..	14
<i>Sudden Sickness or Accident</i>	..	..	..	..	..	..	..	..	14

	<i>Infectious Diseases</i>	..	..	..	..	..	..	15
	<i>Head Lice</i>	..	..	..	..	..	..	15
	<i>Smoking</i>	..	..	..	..	..	..	15
	<i>Dogs</i>	..	..	..	..	..	..	16
	<i>School Buildings and Grounds</i>	..	..	..	..	..	..	16
	<i>Sign In / Out Procedures</i>	..	..	..	..	..	..	16
11.0	TRAFFIC ISSUES							
	<i>Car Parks and Delivery Areas..</i>	..	..	..	..	..	..	16
	<i>Road Safety</i>	..	..	..	..	..	..	16
	<i>Confidence and Independence</i>	..	..	..	..	..	..	17
12.0	SCHOOL PSYCHOLOGIST	..	..	..	..	..	..	17
13.0	INFORMATION FOR STUDENTS	..	..	..	..	..	..	17
	<i>Student Council</i>	..	..	..	..	..	..	17
	<i>Factions</i>	..	..	..	..	..	..	17
	<i>Faction Captains</i>	..	..	..	..	..	..	17
	<i>Valuables</i>	..	..	..	..	..	..	17
	<i>Ordering Lunches</i>	..	..	..	..	..	..	17
	<i>Bicycles/Scooters</i>	..	..	..	..	..	..	18
14.0	SCHOOL - HOME COMMUNICATION SUPPLEMENT	..						18
15.0	CASE CONFERENCES	..	..	..	..	..	..	18-19
16.0	BEHAVIOUR EDUCATION AND SELF MANAGEMENT POLICY	..	..	..	..	..	..	20
	<i>School Virtues</i>	..	..	..	..	..	..	21
17.0	BULLYING POLICY	..	..	..	..	..	..	21-24
18.0	REFLECTIVE LANGUAGE..	..	..	..	..	..	..	24
19.0	PASTORAL CARE POLICY	..	..	..	..	..	..	24-25
20.0	TAPPING SCHOOL MAP	..	..	..	..	..	..	27
21.0	EARLY CHILDHOOD	..	..	..	..	..	..	29-32
	<i>Kindergarten (buff section)</i>	..	..	..	..	..	..	33-36
	<i>Pre Primary (blue section)</i>	..	..	..	..	..	..	37-42
	<i>Year 1 Checklist</i>	..	..	..	..	..	..	43
APPENDICES	..	..	..	..	..	..	..	45-47

Dear Parents and Carers

Welcome to Tapping Primary School. Tapping PS community can celebrate its success in gaining Independent Public School status for 2013. Schools selected for IPS status must demonstrate the highest standards in a range of key areas. I have briefly outlined some of the reasons an *independent panel* endorsed Tapping PS for this status. These quotes are taken directly from the document:

- The merit selection process has enabled Tapping PS to form a formidable teaching team committed to the ethos of the school.
- The capacity for staff to work in teams and take on additional leadership responsibilities was critical in managing rapid student enrolments and school restructuring. Curriculum leaders collaborated with staff to build resources from the ground up that met the needs of students across all learning areas. This process demonstrated a thorough understanding of prioritising the needs of students and required a strong commitment to assessment, an explicit understanding of financial management and administration procedures.
- Tapping PS has embedded a range of whole school practices that demonstrate both innovation and commitment to best practice. This includes a commitment to collaborative team meetings which focus on student data, whole school standards and sharing of explicit teaching strategies. A highly competent teaching team is fundamental to a schools ability to take on greater responsibility.

These achievements clearly reflect the commitment of all staff and strong support from our parent and school community. We are proud members of the Public school system and are privileged to have been given the opportunity to operate as an Independent Public School.

Potential for your child's future education

The future for your child's education, if you attend Tapping PS is outstanding. After completing primary school your child will be able to attend the new state of the art senior high school built in the district, Joseph Banks Secondary College, which will be without equal in terms of facilities and resources. The government committed over \$78 million dollars to ensure the school provides an educational environment of excellence is an example of the highest quality public education. The school vision is one more closely aligned to a university structure in years 11 and 12 rather than a traditional high school.

Teachers and all other staff are selected on merit and Joseph Banks Secondary College has close professional relationships with feeder primary schools to ensure a smooth transition to high school. The school opened in 2015 with Year 7 and Year 8 students and will grow over subsequent years to include the older year levels.

At Tapping PS, we are committed to excellence and care. We offer high quality educational facilities and programs designed to meet the needs of all students. Tapping Primary School promotes "inclusive" work practices involving identifying, and removing barriers to the participation and achievement of all students and actively working with all stakeholders to ensure the school becomes an integral part of the community.

We believe that there is nothing more important than strong, positive working relationships. Positive relationships allow everyone to achieve maximum potential and growth. Students

who are anxious, angry or feel left out, don't learn. Therefore Tapping is a happy, secure place where every child has the opportunity to succeed.

Tapping Primary School caters for students from Kindergarten to those who are completing their primary education (Year 6). All enrolments, mail, general inquiries and financial transactions are completed through the main office.

We look forward to your involvement with Tapping Primary School and trust that a close and effective working relationship between the school and home can be established in order to ensure the optimum climate for the education of your child(ren). *The school regards parents as partners in education.*

Matters of policy should be directed to one of the School Executive Team:

Bill Boylan	Principal
Susan Mallett	Deputy Principal
Rozleigh Berrigan	Deputy Principal
Valerie Ogilvie	Deputy Principal

All incoming calls to the Primary section of the school are handled through the school's main office. Important numbers for parents are:

Telephone:	9404 6033	
Facsimile:	9404 6133	
Virtual Mobile SMS:	0419 936 114	(Please do not ring. Use sms only for absence)
School Email:	tapping.ps@education.wa.edu.au	

This booklet should provide most of the important information parents/guardians wish to know at the commencement of the school year. It should also provide a handy reference in the future. We have a Tapping Primary School website that you can access to read newsletters or catch up on the latest news at the school. The address is www.tappingps.wa.edu.au

Priority – Please download

We also have an app available through Play Store or App Store which can be downloaded free to your phone which will provide a quick reference to fortnightly newsletters, term calendar and major events.

To download the App – do the following steps on your mobile device-

1. Go to your App Store or Play Store
2. Search for “**Tapping Primary School**”
3. Download free to your device



We look forward to working with you to attain the best educational outcomes for your child(ren).

B Boylan

Bill Boylan
PRINCIPAL

1.0 SCHOOL PRIORITIES

The priorities which have been identified by the School Board as the prime focus for school development during 2017 are:

Priority	Behaviour Education and Self-Management	Focus on developing children's self awareness, self control, self motivation awareness of others and handling relationships. We also have a clear focus on manners and raising empathy.
	Literacy	Specialist literacy teachers work with teachers across the school focusing on specific strategies in Literacy particularly in the area of reading.
	Mathematics	Specialist numeracy teachers work with teachers across the school focusing on specific strategies in Mathematics particularly in measurement and geometry.

2.0 TERM DATES 2017

Term 1	Wednesday 1 Feb – Friday 7 April
Holidays	Saturday 8 April – Tuesday 25 April
Term 2	Wednesday 26 April – Friday 30 June
Holidays	Saturday 1 July – Sunday 16 July
Term 3	Monday 17 July – Friday 22 September
Holidays	Saturday 23 September – Sunday 8 October
Term 4	Monday 9 October – Thursday 14 December

School Development Days (pupil Free) for 2017

30 January, 31 January, 24 April, 7 August, 27 October, 24 November, 15 December

Public Holidays in 2017

Monday 6 March (Labour Day), Friday 14 April (Good Friday), Monday 17 April (Easter Monday), Tuesday 25 April (ANZAC Day), Monday 5 June (Western Australia Day), 25 September (Queens Birthday)

Any additional dates are advertised in the fortnightly newsletter.

3.0 SCHOOL HOURS

Primary K - 6

1 st siren	8.20am	
Lessons Commence	8.30am	
Lunch	11.10am	Kindy Lunch 11.30 – 12.30pm
Lessons commence	11: 50am	
Afternoon recess	1.20pm	
Lessons commence	1.35pm	
Dismissal	2.35pm	

ARRIVAL AT TAPPING SCHOOL (Prior to 8.15am)

Students are encouraged to not arrive before 8:15am. It is the responsibility of the parent/caregiver to ensure that the necessary provisions are made to have their child/ren arrive at the school between 8:20 and 8:30am. If students do arrive before 8.15am they must go straight to the Covered Assembly Area (CAA) with their school bags where they will be supervised from 8.10am until the siren sounds. Supervision will not be guaranteed prior to 8.10am.

LUNCH BREAK

We have restructured the day so that lunchtime for (P-6) occurs earlier. This is to maximise the morning session which has a clear focus on literacy and numeracy. Research has suggested that earlier lunchtimes provide greater sustenance for the duration of the day and discourage eating of 'junk food items' sometimes given to children for recess. It also enables students to play outside at lunch during summer in the cooler part of the day. It is imperative students have a good breakfast before attending school. A "Crunch and Sip" program also runs at the school (Y1-6).

WASTE FREE SCHOOL PROJECT

This year we will continue working with children and families to fully implement the "**Waste Free School Project**" aimed at reducing the amount of packaging that comes to school in lunch boxes and educating students on the effect packaging has on our environment. Our long term goal is to reduce our overall landfill waste to zero and to ensure that the only waste generated will be food scraps and recyclable waste which can be sent to our worm farms and recycling depot.

The "**Waste Free School Project**" not only teaches students about the importance of waste minimisation but also educates them on the economic, health and sustainability benefits. We propose to involve the whole school community in this important venture.

Parents are asked to supply suitable plastic lunch containers, clearly label all pieces and explore food options that are in line with the project goals. For more information and helpful tips on reducing packaging and waste, visit the Tapping PS website.

LEAVING SCHOOL GROUNDS

During school hours the children are strictly under the responsibility and care of the school staff. ***No child is permitted to leave the school grounds without prior approval of a parent or guardian and consent of the School Principal.*** Parents who collect their child/ren from the school during the course of the day are required to advise the teacher(s) of their child/ren at the time. All students need to be signed out at the front office where they will be given a pass to give to the teacher prior to leaving.

VISITORS

All visitors are to report to the Administration. They must sign in and out and wear a form of identification (except parents picking up students). Staff members are encouraged to politely approach any persons within the grounds who do not have badges and direct them to Administration. Parents signing students in and out need to go through Administration.

4.0 ATTENDANCE

FIRST AID/SICK STUDENTS

Students who are ill are to remain in the classrooms until parents arrive to pick them up. Teachers will advise Administration who will contact parents. Parents must go to the Administration first to sign the student out.

For accidents involving serious injury, parents will be contacted IMMEDIATELY. Please ensure all contact details (including emergency contacts) are up to date.

NOTIFICATION OF A STUDENT'S ABSENCE / SMS TEXTS

The school would greatly appreciate if parents would ring the office to notify us of a child's absence on 9404 6033 or SMS the virtual mobile on 0419 936 114 as this gives teachers the required information at the start of the day. The system of SMS text messaging informs parents of students recorded as absent on the school system at 10.00am, once students are settled into school routines. Every absence requires some form of parental communication with the school.

STUDENT ABSENCES

Regular attendance is vital to student progress. Parents of Pre-Primary – Year 6 students are legally obliged to -

- ensure regular, punctual student attendance and
- notify school on day of child's absence or provide written explanation for student absences on the day of return.
- Students must not be away for two or more days without the school being notified. This generally involves a phone call to the office or a note to the class teacher.

(We request the same absentee procedure be followed for kindergarten students.)

Students who need to leave the school grounds for **ANY** reason must have a note from their parent or guardian and be signed out.

We believe it is vital that students attend school every day. This includes planning family holidays etc during term breaks, whenever possible. If students miss school due to holidays we encourage students to read and keep a diary as lessons are generally not provided.

Work assignments are usually negotiated for students whose absences are unavoidable (eg. due to illness, injury) or if there are extenuating circumstances. Work is not provided for students taking holidays during the school term. Please advise your child's teacher of any illness or injury, which is likely to result in your child being absent for more than a couple of days.

TRANSFERS TO OTHER SCHOOLS

As soon as it becomes known that your child is to transfer to another school please notify the office of the date on which your child will be leaving.

Arrangements involved in terminating enrolment at the school should be made as soon as possible, eg.

- pay outstanding contributions,
- return borrowed books/equipment,
- collect personal workbooks, etc., ... and
- collect a transfer report.

Once the new school notifies us of the enrolment of an ex-student, we will forward records (medical, etc. ...), reports and other information to the new school.

SCHOOL UNIFORM POLICY

The school expects every student to be in school uniform. Parents, staff & students support the school's 'Dress Code'. Enrolment at the school is on the understanding that the school's dress code will be adhered to. Classes on excursion must be in uniform, unless the consent of the Principal to vary this has been granted.

DRESS CODE

BOYS (SUMMER)	GIRLS (SUMMER)
<p>Petrel polo shirt with white collar school crest. Yr 6 students Petrel polo with white stripe, school crest Plain black shorts (no cargo shorts) Wide brimmed black hat</p> <p>The following are NOT PERMITTED: Pants with stripes down the side or with brand logos Cargo pants Jeans Long sleeve top under polo Hooded jackets</p>	<p>Petrel polo shirt with white collar school crest. Yr 6 students Petrel polo with white stripe, school crest Black wrap skirt ,Black skorts or Black shorts Wide brimmed black hat</p> <p>The following are NOT PERMITTED: Pants with stripes down the side or with brand logos Cargo pants Jeans Leggings/tights/stockings (under skirt or alone) Long sleeve top under polo Hooded jackets</p>
(WINTER)	(WINTER)
<p>Petrel polo shirt with white collar school crest. Yr 6 students Petrel polo with white stripe, school crest Plain black track pants Black windcheater with school crest Black & White zip Jacket with school crest Plain black windcheater Wide brimmed black hat</p> <p>The following are NOT PERMITTED: Pants with stripes down the side or with brand logos Cargo pants, Jeans Long sleeve top under polo, Hooded jackets</p>	<p>Petrel polo shirt with white collar school crest. Yr 6 students Petrel polo with white stripe, school crest Plain black track pants Black windcheater with school crest Black & White zip Jacket with school crest Plain black windcheater Wide brimmed black hat</p> <p>The following are NOT PERMITTED: Pants with stripes down the side or with brand logos Cargo pants, Jeans Leggings/tights/stockings (under skirt or alone) Long sleeve top under polo, Hooded jackets</p>
(SPORTS)	(SPORTS)
<p>Faction colour shirt (for Fun Run, faction training and faction carnival) Black shorts Joggers Wide brimmed black hat</p>	<p>Faction colour shirt (for Fun Run, faction training and faction carnival) Black shorts or Black skorts Joggers Wide brimmed black hat</p>

FACTION SHIRTS

Children can wear their faction shirt on Fun Run day in Term 1. They can wear it in Term 3 one day a week on the day they train for faction carnival and on faction carnival day.

HATS

It is school policy that **all** children are to wear black broad brimmed hats for all organised physical education activities and while playing outside at recess and lunchtime. This broad brimmed hat policy is fully supported by the Cancer Foundation as an effective means of protecting students from the harmful effects of over exposure to UV rays. Please support this policy in the interests of your child's long term health. The school uniform shop stocks hats printed with the school motif. (No caps are allowed.)

HAIR

Students must ensure that their hair does not create a health or safety risk. Students with long hair (touching collars) are required to tie their hair back at all times. Long hair must be 'tied back' as a preventative measure in avoiding/containing the spread of nits. Hair ribbons/ties and headbands must be black, white, tortoiseshell or petrel (school colour) only.

JEWELLERY

Students may wear a watch, one pair only of small standard sized, plain silver, gold or clear studs only or sleeper earrings less than 1.5cm in diameter (**one earring** in each ear), a plain ring. Only a single necklace **or** single bracelet may be worn but it must be a recognised **Medic Alert or for religious/cultural reasons**.

COSMETICS

The wearing of cosmetics is not acceptable. This includes nail polish and temporary tattoos.

SPECIAL GROUPS

Cultural dress, such as head-dress worn by members of the Muslim community can be incorporated into the school dress code by negotiation with the Principal.

FOOTWEAR

Students are required to wear sensible, closed-in footwear to school. Thongs, Ugg boots, skate shoes and masseur type thongs are **not** considered to be appropriate footwear. Also brightly coloured, fluoro shoes, single tone 'coloured' or decorated shoes are not acceptable. Black or white shoe laces only. Should a medical condition necessitate the wearing of any of these a written note **must** be provided by the parent/medical practitioner. Only plain, predominantly white or black ankle socks should be worn/visible.

PERSONAL ITEMS

Students are not permitted to bring items of value from home as the school is unable to take responsibility for loss or damage of these items. This includes toys and games, sporting equipment and electronic equipment such as audio players and digital games.

Mobile phones are to be turned off, handed in to the office for storage prior to the commencement of the school day and collected from the office before leaving the school for home. This is the responsibility of the student. Please ask at the office for a Mobile Phone contract to be filled in if your child/ren intend bringing a mobile phone to school.

LOST PROPERTY

Please mark **ALL** items of clothing clearly as this enables found items to be returned to the owner. Lost property can be found in baskets in the Covered Assembly area. Students are encouraged to check the baskets for lost items. It is possible to enquire about lost clothing during office hours. A display of found items is mounted at least once per term.

UNIFORM PURCHASE

School uniforms can be purchased from Tudor at unit 3 -20 Prindiville Drive Wangara. You are also able to order online at www.tudorschooluniforms.com.au. Any queries please call Tudor direct on 9408 2666.

6.0 SCHOOL - HOME COMMUNICATION

An important aspect of the school's operating procedure is the fostering of a healthy, constructive home-school relationship. We welcome your involvement in the education of your child and will try to foster it by keeping you informed, and through an 'open door' policy which welcomes discussion, comments and suggestions.

PARENT / GUARDIAN PHONE NUMBERS

It is very important that contact numbers for students are kept up to date on the school database at all times. Should your details change we would ask that you complete a 'change of details' slip in the front office. It is essential that the school is able to contact someone on your "emergency contact" list at any time in the event of an emergency.

PARENT - TEACHER INTERVIEWS

Matters of concern are usually best clarified by direct discussion. Since the first responsibility of teachers is to the students under their care - and teachers are naturally reluctant to have class activities disrupted - a phone call to arrange a mutually convenient interview time is always appreciated. The teaching commitment of staff members will not be interrupted for interviews/calls unless exceptional circumstances exist.

General inquiries, and any issues or concerns, should always be directed to one of the School Executive Team. Parents are invited to participate in special activities or functions that are held during the course of the year. Teachers welcome the assistance of interested parents in classroom activities such as listening to oral reading, assisting with maths or art/craft and accompanying students on class visits or camps. Please indicate to the class teacher your willingness to assist.

REPORTING TO PARENTS

REPORTS

Parents are provided with evidence of their child's progress on a regular basis and invited to contribute to the setting of goals for their child/ren. The school's reporting framework resembles the model outlined below.

It is crucial for parents to focus on the elements of the report over which the child has the greatest control.

These elements are EFFORT and PERSONAL AND SOCIAL DEVELOPMENT. If your child is putting in the effort at school and being supported at home then he/she will make progress at school. Students have little control over their academic ability.

At Tapping the reporting process incorporates several elements:

SCHOOL OPEN NIGHT

At some time throughout the year (Term 2) all parents/guardians are invited to come into the classroom to view student work after school. Students will take parents on a learning journey that will highlight work completed and how well they are doing. This is a great opportunity to read the assessments and comments and to share learning experiences with your child.

NEWSLETTERS

School newsletters are uploaded to the school website and also to the school phone app on Thursdays (pm) (weeks 2, 4, 6, 8 & 10) as a means of conveying information about forthcoming events, to report on happenings and to obtain parent permission for student participation in various activities. All newsletters are placed on our website.

See newsletters at www.tappingps.det.wa.edu.au

At the beginning of each term, a term calendar of upcoming events is also uploaded to the website and phone app. If you are unable to access the website on the internet or via the phone app, a small number of hard copies are available at the front office.

CLASS TERM NEWSLETTERS

At the beginning of each term, class teachers send home to parents a brief outline of programs and themes to be covered, special events and new routines for the coming term.

ASSEMBLIES

Assemblies occur on a regular basis each term. Their main purpose is to acknowledge and celebrate student and school achievement and to communicate information. Dates and times for assemblies are advertised in the school newsletter. Classes take turns to organise and conduct these events, and to present an item.

The attendance of parents and interested community members at assemblies is always appreciated by staff and students.

HOMEWORK

Research has consistently failed to turn up any evidence that homework is beneficial for students in primary school. Even if you regard standardized test results as a useful measure, homework (some versus none, or more versus less) isn't even *correlated* with higher scores of these ages. The only effect that does show up is more negative attitudes towards learning on the part of students who get more homework.

Therefore our homework policy state

Work done at home only when the student is self-motivated to complete or under exceptional circumstances, agreed upon by the teacher and parent.



PARENTS AND CITIZENS' ASSOCIATION

This is your association and deserves your support!

Involvement in the P&C is one of the best ways of being aware of school activities and what is planned to improve the school environment for your child. There are many ways of supporting this organisation, however, personal involvement is the one most appreciated. Meetings are held in the staffroom in Weeks 3 and 7 of each term on Wednesday evenings, commencing at 7:30pm and concluding no later than 9.00pm – general business first.

From time to time the P&C engages in fund raising and social activities, or arranges busy-bees at which parents can mix with and meet others. To date the association has been an active contributor to the school's educational program and the development of school facilities. It is hoped that you will help maintain this support.

7.0 SCHOOL BOARD

Why are School Boards so important?

- School boards are a vital element of the State Government's key election commitment to hand more responsibility to schools.
- The provision of greater autonomy enables schools to employ those people, resources and strategies that will make the greatest differences for their students.

Who sits on a School Board?

- 6 Parents,
- 3 Teachers,
- 1 community Members (appointed) + can vote and
- Principal.

School Board Members may:

- Help to monitor, review and evaluate aspects of the schools business plan,
- Endorse the business plan, which outlines the broad direction of the school,
- Endorse the annual school report, annual school budget and student performance targets,
- Endorse financial arrangements necessary to fund school objectives, priorities and directions,
- Approve charges, contributions and items of personal use (booklists) and
- Promote the school in the community.

School Board Members do not:

- Manage the day to day running of the school,
- Employ staff,
- Make curriculum decisions,
- Performance manage the principal or staff,
- Fundraise,

- Manage or operate facilities,
- Discuss issues between teachers and students or
- Dismiss the principal.

Effective School Boards:

- Maintain high ethical standards,
- Maintain a mutual trust and respect for one another,
- Build strong relationships with parents, school personnel and partnership stakeholders,
- Develop and maintain good relationships and networks with community members and
- Are actively involved in endorsing the schools' Delivery and Performance Agreement, budget, business plan and annual report.

8.0 SCHOOL RECORDS - INFORMATION

During the course of a child's education circumstances may arise which result in changes to the information originally placed on the admission form. It is **very important** that the school is advised, as soon as possible of any change of address, telephone number, medical conditions, physical ailments, custody or access orders and emergency contacts.

Updates of information are usually sought through the newsletter once per year. However, please advise us immediately of any changes.

9.0 SCHOOL CONTRIBUTIONS

The State Government and the Department of Education permit schools to seek payment of an Amenities Contribution for each student enrolled at the school. While the Amenities Contribution is only a small amount (refer to details below) it does provide the school with funds to purchase equipment which is valuable in the education of students enrolled at the school.

Prompt payment of the Amenities Contribution is greatly appreciated.

SCHEDULE OF CONTRIBUTIONS (2017):

Years K – 6	\$60.00 each
-------------	--------------

10.0 HEALTH ISSUES

ADMINISTRATION OF MEDICATION TO STUDENTS

Schools are expected to comply with parent requests for their child to be supervised or assisted in the administration of medication. Parents are required to provide the school with written information about the following:

- the reason for taking medication,
- details including the name of the medication, dosage, when it must be taken and any other relevant information and
- whether the student is able to self-medicate or if staff supervision is necessary.

Administration will be responsible for the administration of medication at school. However, a teacher may decide to take on the responsibility. If this occurs, then all the procedures in place must be adhered to.

Students can take responsibility for self-medication if parents advise that this is appropriate. Independent administration of medication will be dependent upon the age of the student and the nature of his/her health care needs. School staff members are required to check that a student has taken his/ her medication and record the student's action.

No liquid paracetamol is kept on the premises. If a parent gives permission for their child to have paracetamol in tablet form, one tablet will be given to the student and it will be recorded.

SHORT TERM MEDICATION

Parents are required to complete an Administration of Medication Form 3 (See Appendices) This form is on our website or available from the front office.

Defined as short-term responses to particular medical conditions or illnesses; this includes antibiotic medication, non-prescription medication, etc.

Medication needs to be clearly labelled and housed in a locked cabinet or cupboard that can only be accessed by authorised staff unless it needs to be refrigerated or must be immediately available to the student.

LONG TERM MEDICATION

Parents need to fill out a **Health Care Summary** for long term medication. Long term medication is prescribed medication that a student is required to take during school hours in response to a long term or ongoing medical condition. Instructions and authorisation for the administration of long term medication will be recorded in the student's Health Care Summary.

SCHOOL HEALTH SERVICE

A school nurse periodically visits the school to conduct health screenings (vision, hearing) and to assist where illness or outbreak of infectious disease occurs.

DENTAL THERAPY CLINIC

Dental appointments are issued from the dental therapy clinic located on the school site. Lists of new enrolments are sent to the clinic. Therapists will then advise of initial appointments. Parents are required by the clinic to attend appointments with their child.

TAPPING DENTAL THERAPY CENTRE TEL: 9404 7902
Open Wednesday – Friday 8.00am – 4.00pm

SUDDEN SICKNESS OR ACCIDENT

Minor injuries or illnesses which occur during the day are normally attended to at school. In more serious situations every endeavour is made to contact a parent/caregiver or the emergency contact to arrange for the child to be collected from school. Should such contact be unable to be made, the school will act according to the best interests of the child, but no responsibility will be accepted for medical costs, e.g. Ambulance.

In extreme emergencies the student may be taken to the hospital before the parents are notified.

INFECTIOUS DISEASES

The following ailments require a period of exclusion from school unless a doctor is prepared to issue a medical certificate indicating that the child is free from infection and well enough to return to normal school activities.

ILLNESS

Chicken Pox

Conjunctivitis

Diphtheria

Viral Hepatitis

Impetigo (School Sores)

Influenza

Measles

Mumps

Pediculosis (Nits)

Ringworm

Rubella (German Measles)

Scabies

Whooping Cough

RE-ADMISSION

When sufficiently recovered

(Usually once all sores have healed and redness fades.)

Once effective treatment has been commenced.

Medical certificate only

Medical certificate only

Must be under treatment inc. use of occlusive dressings.

Return when symptoms have subsided.

Seven days from onset

On medical certificate of recovery

Once treated (see following)

Once all signs have subsided.

Medical certificate

Once effective treatment has been instituted.

Medical certificate only

HEAD LICE

Head lice have no respect for people. They can be found in all types of families, and usually infest the cleanest hair first. They are not a medical emergency, but are quick to spread from person to person.

If not properly treated, head lice can become a serious nuisance in the community as they are passed from one person to another. Any place where people live or play close together is a good place for catching head lice. They like to live on human scalps where they feed, breed and lay their eggs. They feed on human blood and cause the owner to scratch his/her head.

TREATMENT

Effective lotions are available from any pharmacy. It is important that treatment is carried out in accordance with the instructions. All eggs should be removed from the hair to prevent reinfestation. All members of the family should be treated, even if only one member of the family is found to have head lice or nits.

Brushes, combs, hats, clothing, pillow cases and bedding should be washed thoroughly and put out to dry in the sun for several hours.

SMOKING

Smoking is prohibited on Department of Education property. Parents and visitors to the school are asked to abide by this regulation. Teachers and other employees of the school are also prohibited from smoking on school premises.

DOGS

Our school policy strongly recommends that dogs not be brought onto school grounds whether free, on leash or carried. They present a health and safety risk in the playground. The Department of Education policy also states that dogs are not allowed on school property for cultural reasons.

SCHOOL BUILDINGS AND GROUNDS

Children are NOT permitted to loiter around school buildings outside school hours. Parents and Carers are asked to support the school in this matter as senseless vandalism causes concern to all. Please ring Police (131 444) or Education School Watch (1800 177 777) to report unwanted visitors or vandalism to our school.

SIGN IN SIGN OUT PROCEDURES

Sign Out: When a parent wishes to take a child from the school grounds during school hours, the parent is required to come to the office to fill in the Sign Out Book before taking a Sign Out card to the teacher for release of the student. Sign Out cards are to be returned to the office.

Sign In: When a student is returned to the school, the parent/carer needs to sign the child back in before returning the child to class. (Any children who arrive after 8:45am need to go first to the office where they will be given late notes which are to be handed to the teachers. This will indicate that the lateness has been recorded on the system.)

11.0 TRAFFIC ISSUES

CAR PARKS & DELIVERY AREA

Staff Parking is located in the car park on St Stephen's Crescent. **Please** do not park in the staff car park or use it to drop off or pick up children. These bays are numbered and allocated to staff. Bays are located on the street and there is a car park located on Waldburg Drive for parents. Parents please make sure you do not park in the traffic island of Waldburg Drive as you will risk receiving a parking ticket.

To minimise parking congestion we encourage parents to inform their children to go straight to the covered assembly area (CAA) after school. Students will be supervised by a teacher until 2.50pm. This allows parents/guardians to leave home later to pick up students avoiding the peak hour rush and guaranteeing parking close to the school. We hope all parents/guardians support this policy.

ROAD SAFETY

Children are instructed in the correct way to cross the road, and are expected to use the school pathways provided at the traffic island or if crossing on Waldburg Drive, cross with the traffic wardens as the proper entrance or exit to school. Please do not park across any school exit.

Motorists should be considerate with their own parking when depositing or picking up children near the grounds. Please respect the traffic signs "NO STANDING" and "NO PARKING" around the school as they have been placed for your child's safety.

CONFIDENCE & INDEPENDENCE

It is desirable for children to walk to their classrooms unaided and to prepare for the day. This develops confidence and allows children to display initiative. Likewise, at the end of the day, encourage your child to become self-reliant and meet him/her at the school verge.

12.0 SCHOOL PSYCHOLOGIST

A school psychologist visits Tapping Primary School on a regular basis. A student may be referred by a teacher when there is concern about academic, behavioural, social or emotional problems affecting the child's progress at school. Parent consent will be sought prior to direct involvement of the psychologist. Please make contact with your child's class teacher or a member of the Admin staff if you believe your child has issues which may require consultation with the school psychologist.

13.0 INFORMATION FOR STUDENTS:

STUDENT COUNCIL 2017

Generally, the Student Council consists of 6 Year 6 students. (This number can vary from year to year depending on student numbers.) Students are elected by their peers and the teaching staff at the beginning of the Year. The Student Council represents the students of the school at official functions, organises extra-curricular activities and liaises between students, the teaching staff and school Administration.

FACTIONS:

Djidi-Djidi (Willie Wagtail)	GOLD
Maali (Swan)	BLUE
Koolbardi (Magpie)	RED
Waadong (Crow)	GREEN

SCHOOL FACTION CAPTAINS FOR 2017:

Generally, the School Faction Captains consists of 1 captain and 1 vice-captain from year 6 for each of the four factions.

VALUABLES:

Students are advised that they must take full responsibility for valuable items they bring to school. Radios, cassette players, ipods, personal sporting equipment and electronic games are ***not*** to be brought to school.

Mobile Phones are to be checked in at the office before school and collected after school to ensure no distraction during school hours. See office for Mobile Phone contracts.

ORDERING LUNCH

The canteen operates Monday to Friday. All orders must be completed before school and placed in the esky in each classroom. Orders can be done from home on the internet by going to the canteen online order website at www.ouronlinecanteen.com.au

Lunches are delivered to the classrooms just before 11.10am (PP-6). A price list is prepared at the beginning of each year. **NO LATE ORDERS ARE ACCEPTED** and only items on the list may be ordered.

BICYCLES / SCOOTERS / SKATEBOARDS:

It is recommended that students below 10 yrs of age **NOT** ride bicycles or scooters to school. Students are required to leave bicycles in the bike enclosure whilst they are at school. It is strongly recommended that they be chained and padlocked for safekeeping.

- All children must wear bike helmets.
- Bicycles and scooters are ***not*** to be ridden **or** walked through the school grounds at any time, before, during or **after** school hours by children of all ages.
- Skateboards must be carried when taken onto school grounds.

The Education Department does ***not*** accept responsibility for theft or damage to any child's bicycle brought to school. Parents should make inquiries through their Home Contents insurance policy provider to insure their child's bicycle.

14.0 SCHOOL HOME COMMUNICATIONS

Some questions to ask yourself:

- Does your first contact with a teacher/parent occur only when the parent/teacher wants to see you?
- Does your contact with teachers/parents occur only for negative reasons?
- How available are you for teacher/parent contact?
- Open communication between home and school is important.

The greatest benefit is when contact is regular, but not intrusive. i.e. it doesn't just have to be right after reports have been issued; or only when there is a problem; or every two weeks!

A planned parent-teacher interview is much more likely to be of benefit than:

- just worrying about an issue,
- speculating about the issue or
- a brief chat before or after school.

15.0 CASE CONFERENCES

By Definition:

'A process through which parties who see different aspects of a situation can meet to explore constructively and discuss (and implement) solutions that may assist in improving the educational outcomes of a student.'

Some reasons why case conferences may be conducted are:

- After regular conversations or meetings with parents, a teacher requires access to resources or information that the School Psychologist can provide.
- Teachers require support in approaching a sensitive matter with parents.
- Parents want to inform all stakeholders about events/home life issues or diagnoses that could impact on their child's learning.

- Testing is required that only a psychologist can conduct and a case conference is conducted to ensure that *the need for testing is valid*.
- Parents require support in managing their child at home so children are getting consistent messages between school and home.

It is recommended parents have met with the teacher prior to a case conference to discuss any concerns.

All case conferences are conducted in a calm and supportive manner. A copy of the case conference minutes are given to everyone who attends.

Case conferences are not conducted to 'fix' your child, but to encourage a level of understanding of your child's needs and to put in place actions that will support your child's educational journey. Often follow-up meetings are conducted later on in the year to monitor your child's progress. Follow-up can also occur for the start of a new school year, so that the 'new' teacher is already informed of your child's needs.

If you would like to have a case conference, please arrange a meeting with your child's teacher.

PREPARING FOR THE CONFERENCE – A SHARED ROLE

Successful parent - teacher conferences usually occur when both parties:

- Arrive on time.
- Have a friendly and positive attitude.
- Are prepared to listen, to hear out a point of view without interruption ... and try to understand that point of view. Non-verbal communication is also important.
- Avoid a defensive attitude: be positive, and concentrate on what needs to be done in the future.
- Remain focused on the interests of the student.
- Show that they value the other person's opinion.
- Decide as specifically as they can how each can help the other work to the benefit of the student.
- Finish on a friendly note.
- Have a friendly and positive attitude.
- Are prepared to listen, to hear out a point of view without interruption ... and try to understand that point of view. Non-verbal communication is also important.
- Avoid a defensive attitude: be positive, and concentrate on what needs to be done in the future.
- Remain focused on the interests of the student.
- Show that they value the other person's opinion.
- Decide as specifically as they can how each can help the other work to the benefit of the student.
- Finish on a friendly note.

AFTER THE CONFERENCE

- Ensure you're clear on what follow up is to occur.
- Respect confidentiality.
- Make sure follow up promises are kept.

16.0 BEHAVIOUR EDUCATION AND SELF-MANAGEMENT IN SCHOOL POLICY

The behaviour code adopted within the school is premised on mutual consideration, respect for others, education and self-management.

Regulations and rules are kept to a minimum and are introduced on the basis of mutual benefit and protection of the rights of the individual.

Students are made aware of their responsibilities toward each other, the staff and their school. They are encouraged to accept responsibility for and are assisted to understand how their behaviour affects themselves and others.

We do not manipulate student behaviour using rewards and punishments.

CONSEQUENCES V PUNISHMENTS

What do we mean when we talk about consequences? At a school where the focus is on “behaviour management” the word “consequence” usually refers to “punishment”. This is often reflected in society with penalties seen as the consequence for transgressions in the form of fines, jail etc. If we focus the attention on what happens to the child if he/she transgresses then it is the threat of punishment that controls the student’s behaviour.

Punishment does not teach the correct behaviour, it merely suppresses the incorrect. This is a very inward way of teaching students about behaviour and can lead to an attitude of making judgements around the risks of getting caught which determine the actions. This behaviour management model also often confuses respect with fear and will not turn students into model citizens. We have to look beyond this lowest form of moral reasoning and redefine what we mean by consequences.

Behaviour Education and Self-Management (BESM) at Tapping PS focuses on “doing the right thing because it’s the right thing to do”. Within this philosophy the focus is not on “what will happen to me” (punishment). Instead, the BESM model refers to consequences as “the effect my behaviour has on me and those around me”. **In line with the “Play is the Way” philosophy** we need to “raise children who are considerate of themselves, others and the world in which they live and have sound reasons for the things they say and do”.

Therefore, by removing the threat of punishment we can achieve the following:

- Signal a genuine commitment to students that we are here to help not hurt,
- Shift the focus for students from what will happen to them to what they need to do to change,
- Encourage honesty,
- Focus on the real consequences of their actions,
- Maintain respectful relationships and
- Develop a culture of sophistication and skill from teachers who need to educate students in order to bring about change in behaviour.

For the relatively short time that we have the opportunity to educate students at Tapping PS we must ensure that all our practices adhere to the guiding moral principles of helping students not hurting them and developing self-regulation and social responsibility. All policies and practices should be measured against our philosophy of “behaviour education and self-management” and not “behaviour management”. We need to view behaviour as we would a learning area and focus on “regular and frequent lessons that will create small but meaningful changes over a long and sustained period of time”. (Wilson McCaskill)

A copy of the Behaviour Education Self-Management (BESM) In School Plan & Guidelines is available on request from the Administration Office.

CLASSROOM

Each teacher will have a classroom Behaviour Education and Self-Management Policy (BESM)

All students will be made aware of the classroom policy and have input into it's formulation.

Parents will be advised of the classroom BESM Policy at a teacher / parent meeting early in first term. Copies of the classroom policy will be sent home to parents who do not attend the meeting.

SCHOOL VIRTUES

1. **Friendliness**
2. **Good Manners**
3. **Courage**
4. **Compassion**
5. **Tolerance**
6. **Persistence/Resilience**

17.0 BULLYING POLICY

Guidelines

When students come to Tapping, they have a right to learn in a safe environment. A school cannot afford to tolerate bullying in any form. We have a moral obligation to act on bullying. We educate in order to change the behaviour. We do not use force.

Definition

Bullying is essentially an intentional abuse of relational power. Most bullying is not physical. It is psychological. It is intentional, selected, unprovoked and *repetitive* behaviour towards another person by one who is stronger physically or psychologically. Most bullying occurs in the playground but can occur in classrooms.

STRATEGIES

Awareness Raising

Teachers will use discussion and classroom meetings to reinforce what the school means by bullying and why bullying is unacceptable. Some focus questions may include;

- What do you think bullying is?
- What do we mean when we say someone is being bullied?
- Why do people bully?
- How does bullying make people feel?
- What kind of bullying goes on at school?
- What should we do about bullying?
- What should you do when you know?

It Is 'Ok To Tell'

When students know what constitutes bullying, they can recognize when it is occurring so they are able to take steps to prevent it continuing. Students should be encouraged to tell a teacher if they are being bullied in any way. The words DOBBER or DOBBING are words used by bullies to prevent a victim from asking for help. These words will not be used at

Tapping PS. Bullies trade on secrecy, threat, anxiety and fear. We must create a climate where it is ok to tell. Only by telling, can things improve.

Give Skills to Targets

Teachers will take whatever steps are necessary to stop bullying. However, it is also important to empower the victim. Teachers and parents can teach students how to stand up to bullies in an assertive way.

Assertion is a skill and needs to be practiced, emphasizing:

- How to look assertive rather than aggressive.
- How to think strong.
- Specific words and phrases to use to convey ones rights. (I don't like it when you....).
- How and when to walk away.
- That it is ok to tell.

Restitution

*Restitution is a means for someone who has done wrong to accept responsibility for what they have done and make amends.

*Restitution lets the community see that the transgressor is sorry for what they have done and that he/she is willing to do something of assistance and value to the community to earn back their trust.

*Restitution is a pathway to reconnect and belong. Punishment leads to resentment and disconnection.

- Look for ways of making restitution that respects the dignity of the perpetrator.
- Students may make decisions that are impossible to employ, however, the opportunity to contribute improves the understanding of the purpose of restitution.
- Some students find it hard to see the difference between restitution and punishment. This can make them resistant to seeing any value in restitution.
- If a student's restitution is stacking chairs and he is asked why is he/she doing so the answer might be "because I have to" or "because I hurt someone". Asked how they feel about the answer would be given with a fair amount of resentment "don't care".
- Our aim is to get students to understand the meaning of restitution and therefore see it as a means to show the strength of character required to earn back the trust of his/her community and reconnect with them.
- Therefore understanding that he/she has done the wrong thing he/she determines that stacking chairs is a meaningful way of making restitution. This is also linked to his/her interpretation of the severity of the restitution.
- So with this understanding now asked why he/she is gardening, the answer might sound like "because I hurt someone and I want people to trust me again" or "because I want to show my community that they do not have to be scared of me or worry about me".—This ultimately our goal.

Restitution in Practice

Below are some possible ways that students could carry out restitution. It is important for the perpetrator to decide on the restitution, so the discussion is critical.

Examples.

- Stacking classroom chairs,
- Opening the door in morning. Greeting all students,
- Cleaning classroom floor,
- Spending time with the target,
- Keeping school bags neat outside the classroom,
- Working in the garden,
- Being last to leave the classroom. Asking the teacher if there anything she/he needs doing before going to a break,
- Making positives observations about classmates which he/she reads at the end of the day (3-4 a day),
- Arriving at school early to put everyone's chair out,
- Umpiring a game at lunch time,
- Observing and recoding what makes the group/game work effectively naming strong, contributors and discussing why.
- Keeping alcove clean and outside classroom neat,
- Holding the door open for classmates as they leave room,
- Washing classroom windows,
- Teaching others a skill or
- Sharpening pencils left in a container each day by other students.

Restitution activities must comply with the filter below:

1. Respect the dignity of the perpetrator.

It must not demean, humiliate or dehumanise the perpetrator or cause intentional physical pain. To this end an act of restitution should be determined by negotiation between the concerned parties.

2. Be visible to the class community.

Hiding restitution makes it something to be embarrassed about. The community needs to make judgements about the manner in which the restitution is carried out.

3. Be practical and easily supervised.

If restitution occurs when words are no longer enough, then it follows that they must be practical in nature. 'Supervision' does not necessarily mean supervision by the teacher.

4. Be of service to the target or the community.

The restitution satisfies some general or specific need of the target or community or is an exertion made on behalf of one or both.

5. Have meaning for the target.

It may be that no restitution can be found that directly relates to what was said or done to the target by the perpetrator. In such a situation the value of the restitution lies in the value the target attaches to it.

Supporting Parents

Victims and parents of victims need to know they can in confidence share their needs, concerns and feelings about bullying. We need to encourage parents to talk to their children. Reinforce that bullying will not go away by itself. Explain how bullies threaten and demand secrecy. Most importantly when students talk, take them seriously.

Open communication between home and school is vital in counteracting bullying. Parents are encouraged to notify and collaborate with class teachers and when necessary, with Admin and other support agencies.

PLAY IS THE WAY

We implement the “Play is the Way” values based program. This program teaches children to take charge of their own behaviour, be cooperative and considerate, respect themselves and others, be resilient and persevere – all through the use of physically interactive games.

18.0 REFLECTIVE LANGUAGE

- **Right thing or wrong thing to do?**
- **Strong decision or weak decision?**
- **Feelings or thinking in charge?**
- **Being your own boss or asking me to be the boss?**
- **Are you running away from the problem or dealing with it?**
- **Am I trying to hurt you or help you?**

19.0 PASTORAL CARE POLICY STATEMENT

- We believe **Manners** are the lubricating oil of a school. Manners are simple things like saying ‘Please’ and ‘Thank you’ and knowing a person’s name or asking how they are - create the tone and culture of a school.
- We believe the most critical factor in developing and maintaining positive, respectful relationships is how we effectively use **questioning** in correction. The use of the word “why” is often counterproductive in behaviour management, and discipline in particular. Students don’t often know why they behave the way they do, and if they do, the likelihood of coming up with an honest explanation in the heat of the moment is rare. It is more effective to use direct questions, for example, “What are you doing?” If the reply is “nothing”, keep the focus directly on what you saw. “You’re talking quite loudly, what are you supposed to be doing?” Using direct questions challenges the student to take ownership of what he/she is supposed to be doing. We can also rephrase many uses of ‘don’t’ with ‘do’. “Walking quietly thanks” rather than “Don’t run.” “Hands up without calling out thanks” rather than, “Don’t call out”. **Stop. Think. Do**, reinforces the questioning philosophy. When we correct inappropriate behaviour this framework is an effective quick guide.
Stop- “What are you doing?” **Think**- “Why don’t we do that?” **Do**- “What should you be doing?”
(Consequence if necessary)
- We believe **Respect** involves:
 - Allowing the consequences to do the teaching.
 - Using private rather than public reprimands.
 - Taking students aside (where possible) to focus on what they should be doing.
 - Re-establishing the relationship after correction.
- We believe that there is nothing more important than strong, **positive working relationships**. Positive relationships allow everyone to achieve maximum potential and growth. Students who are anxious, angry or feel left out don’t learn. Therefore Tapping needs to be a happy, safe and secure place where every child has the opportunity to succeed.

- We are committed to implementing **value based practices** that begin early, are age appropriate, run throughout school years and intertwine efforts at school and at home.
- We are committed to developing authentic relationships between children, parents and staff based on care, mutual respect and open communication.
- We offer a safe environment for each person.
- We are committed to promoting **inclusive work practices** involving identifying, and removing barriers to the participation and achievement of all students and actively working with all stakeholders to ensure the school becomes an integral part of the community.
- We are committed to a “no yell” policy.
- We do not tolerate bullying in any form. We have a moral obligation to act on bullying.
- We are committed to **class meetings** to enhance whole school commitment to pastoral care, values, sharing concerns, problem solving and developing school-wide policies and plans.
- We are committed to intrinsic motivation in order to develop self motivated learners.
- **We believe it is not what you do for your children but what you have taught them to do for themselves that will make them into successful human beings.**

Tapping Primary School

2017



Parent Information Section for
Kindergarten and Pre Primary and Year One



Welcome to Tapping Primary School's Early Childhood Centre.

Included in this booklet you will find a brief overview of the Kindergarten and Pre-primary teaching and learning programs.

Young children enter their first years of school with a wide range of knowledge, skills, values and attitudes that reflect their varied backgrounds and experiences. All children develop at different rates and in different ways; this includes their emotional, intellectual, moral, social, physical and creative development.

The role of Early Childhood Education is to build on the children's existing knowledge, skills, values and attitudes. We facilitate their learning through play, craft, music, games, movement, and structured lessons. To encourage children to maximise their learning and reach their potential, Early Childhood Education ensures each child is part of a safe, happy and stimulating environment. Teaching and learning programs are thematically created to ensure individual students' needs are met and developed. We recreate social settings through games, drama and music encouraging students to partake in discussions and group work.

Through PLAY children learn how to behave with peers and the demands of social situations. Through PLAY children learn life long social skills that will enable them to be well adjusted members of the community. PLAY is vital in our Early Childhood program.

The virtues program at Tapping is followed and supported by all staff and students across the whole school. The program has been tailored to suit younger children through the adaptation of language and the Behaviour Education and Self-Management process applied.

The virtues program focuses on students being aware of the decisions they make, the actions they take and the effect this has on their community. Our virtues program is the cornerstone of our Behaviour Education and Self-management. The emphasis is placed on the child being responsible for their own behaviour; we model and teach strategies to promote self-control, self-motivation, empathy and the virtues of courage, manners and friendliness to manage social situations and relationships.

The core subjects of Numeracy and Literacy are a focus in Early Childhood. Programs are designed to maximise the time spent teaching and learning these subjects. Maths concepts are formed at an early age, through incidental experiences in the home and later through exploration of the wider community and structured experiences in the school environment.

Maths is an abstract concept and as a result is often difficult for children to understand. Learning through play, children are encouraged to verbalise the mathematical process and explore maths concepts using concrete material. Following the National Curriculum in maths, children are taught specific maths skills, and using concrete material the children practice and consolidate these skills.

Our literacy programs are designed by using a variety of skills based programs including Jolly Phonics and First Steps. The Jolly Phonics program exposes children to letter names, their sounds and how they combine these letters to make words in a fun and motivating way. Children learn their letter sounds through songs, actions and repetition. They learn to recognise the letters through environmental print and are taught the formation of letters using a variety of mediums. The Literacy programs are adapted to best suit the needs of students and their individual developmental needs. Children build on these skills to write simple sentences that express their ideas and read simple text.



Fundamental Movement skills are also taught in the Early Childhood years. These skills are practised on a daily basis. Specific equipment is used to enhance the learning process and children are challenged by an obstacle course set up every day.

In Kindergarten and Pre-primary at Tapping, we recognise and acknowledge that parents are the child's first and most influential teachers. We strongly encourage a shared partnership with families and we endeavour to maintain strong home links. Parents are also encouraged to participate in the classroom program on parent roster.

This booklet provides specific information about Kindergarten (Buff Section) and Pre-primary (Blue Section). You will find extra copies of documents that will be given to you at the beginning of 2017, these documents are to be completed and returned to your child's teacher.

School begins promptly at 8:20am.

Welcome to Tapping Primary.

Knowledge equals opportunity and we endeavour to create learning opportunities for your child to develop and grow in the future.



KINDERGARTEN 2017

BAG

Each child needs to bring a school bag to school every day. It should be big enough to hold a hat, drink bottle, lunchbox, jumper, library book bag, spare clothes and any art work to take home.

LUNCH

Students are encouraged to bring a healthy lunch to school each day in a named lunch box. Lunches will be kept in school bags. Please ensure children are able to open lunchboxes themselves. Also please be aware that some foods may not be suitable on very hot days. It is requested ice packs be included in lunchboxes. Tapping PS promotes zero- waste, so parents are encouraged to provide lunches with as little packaging as possible. Compartment lunchboxes or individual re-useable containers are a good alternative to gladwrap, plastic bags, yoghurt containers etc.



Some children have nut allergies and as a result we encourage parents to NOT pack any products containing nuts (eg peanut paste/nutella). Lunch time will be at 11.30 to 12.30pm. Children will have time to eat lunch and have a play.

Canteen: Ordering from the canteen is available to kindergarten families.

DRINK BOTTLES

All children need to bring a named drink bottle filled only with **WATER** to school. Children are encouraged to drink throughout the day and staff will refill water bottles as required. No cordial or juice is permitted.

SHARED FRUIT

Each day the children will participate in a shared fruit session. Each child is asked to bring 1 piece of fruit or a healthy alternative (sultanas, cheese, carrots, cucumber, savoury crackers) to share with their peers.



HATS

All children are asked to bring a named black broad brimmed hat to school every day. Our school has a “no hat - no play” policy. Especially in Terms One and Four, please apply sunscreen lotion to exposed skin in the morning before coming to school. Children have access to sunscreen before lunchtime play.

CLOTHING

To prepare for the occasional accident at school, please place a small bag filled with spare clothing in your child’s bag. Please include 1 T-shirt, 1 pair of shorts or a skirt and a pair of underwear, and warmer clothes in winter (These do not need to be uniform clothes). Please have clothes labelled with your child’s name.



All children need to wear black or white **sports shoes** that are safe for climbing over the equipment. Shoes with velcro are preferred if your child is unable to tie shoelaces. Parents have the option of supplying named gumboots (wellingtons) to wear when playing in the nature space. They may be stored at school.

Also it is important for long hair to be tied back, as stated in the school’s uniform policy.

BIRTHDAYS

We are happy to celebrate your child's birthday. You may send along individual cup cakes or a large cake for sharing with their friends. Please check with staff first as some children have food allergies.



TOYS

Please ask children to leave toys at home as they may get lost or broken.

ARRIVING AT SCHOOL

Children are encouraged to follow a regular morning routine when entering their class. Please encourage your child to independently follow this routine:

- *Place bag on the bench located outside classroom.
- *Place fruit in basket provided and named drink bottle in tray.
- *Sit and do a puzzle or read a book with an adult.



END OF SESSION

Parents are requested to collect their child as close to the session end time as possible, as it can be distressing to children if everyone else has gone home and they are left waiting. Please call us if you are unavoidably delayed. If someone besides immediate family is picking up your child a written record must be provided.

CUSTODY ARRANGEMENTS

To assist us in meeting our duty of care responsibilities, please let us know of any special custody arrangements that involve your family.

ABSENCES

Please phone or text (0419 936 114) the school in the morning if your child will be away that day, or send a note explaining the absence at the earliest possible convenience. If a child arrives after 8:40am the parent/carer with the child will need to go to the office to be issued with a late slip before coming to the classroom.

If the child has an appointment to attend during school hours, the parent will need to fill in the Sign Out Book at the office and then give the teacher a Sign Out Card when collecting the child. When returning back to the school the parent needs to sign the child back in at the office where they will be given a Sign In Card to give to the teacher before returning him/her to the classroom.

The sign out procedure also applies to parents collecting sick children before the end of school.

If your child is absent for a long period of time please give the teacher the dates in writing and let the office know.

OUTDOOR PLAYGROUND AREA

Please note that children are NOT permitted on the outdoor equipment **BEFORE** and **AFTER** school. Your co-operation is appreciated.

PARENT ROSTER

A Parent Help Roster will be displayed for you to add your name. Parents, friends and grandparents are encouraged to put their names down when they can help out for a morning. A Confidential Declaration form must be completed by anyone who helps at the school and who will be working with children.

Parents on parent roster are asked to actively participate in an informal way. They may be required to assist with activities and generally be available for the children. We would like these occasions to be enjoyable for you as they are for your child. Your child derives a great deal of pleasure and pride in having you help in the class. We



welcome and appreciate you coming along and participating in your child's schooling experience. Helpers must sign in and sign out at the office when doing Parent Roster.

NOTES

Parent notes will regularly be sent home with children, as required. Newsletters are now available on the website or via the Tapping PS App and are uploaded on Thursdays (pm) even weeks (weeks 2,4,6,8 & 10) of every term. Please check your child's bag every day to ensure you do not miss out on important information.

LAUNDRY ROSTER

Each week small quantities of tea towels, aprons and hand towels are sent home to be washed, as there are no facilities at school. Also, at the end of each term a few articles of clothing from the home corner may be sent home to be washed during the holidays.

UNWELL CHILDREN

It is inevitable that children will contract different ailments in their first years at school. If your child is obviously unwell, please **DO NOT SEND HIM/HER TO SCHOOL.** If a child becomes ill at school we will contact you and ask you to collect your child as soon as possible.

Please keep us informed of any illnesses or any long term medical conditions your child has that may have an impact on their learning.

EMERGENCIES

Please provide the school with information regarding details of your child's medical condition, which may require specific action and or treatment under emergency conditions.

Please remember to keep school records up to date regarding contact phone numbers and emergency numbers.



PARKING

We ask that parents please DO NOT park in the staff car park when dropping off and picking up children.

WRITING STYLE

The "Victorian Modern Cursive" writing style is used at this school. Your child will be exposed to this printing style in Kindy. If you are teaching your child to print his or her name, please use lower case letters, apart from the first letter.

KINDY LIBRARY

Tapping PS has a Kindy Lending Library to support home story time. The Kindy "Story Time" trolley/box will be available before school starts for parents and Kindy students to select a story to read together at home.

Mem Fox, a well-known author and advocate of reading aloud to your child from an early age, clearly states that **it is vital to read to your child/children daily.** Her book "Reading Magic" is filled with practical advice and is highly recommended for anyone who would like to know how children learn to read. Your class teacher has two copies which you may borrow for a week.

The Kindy "Story Time" trolley/box will be available before school starts (8:20-8:30) for parents and Kindy students to select a story to read together at home.

CHILDREN MAY NOT NECESSARILY BRING SOMETHING HOME EACH DAY. When your child comes home be patient. Conversation is just as effective as a material item.

Checklist for Children Moving into Pre Primary

(The items in the following pages may vary from one year to the next and from class to class so please speak to the teacher if you need more information. You will be informed of a parent information evening at the beginning of the school year.)

- Library borrowing schedule
- Swimming lessons
- Break times for lunch
- Shared fruit
- Pick up and drop off of students to the classrooms
- DOTT relief teacher day
- Decreasing times for socialising in the mornings
- Sports carnivals and t-shirts
- Uniform expectations
- Hats
- Full time compulsory attendance
- Importance of parent-teacher meetings at commencement of the school year
- Play areas
- Canteen available
- Be at school by 8:20am
- Please do not label any equipment of pre primary students with the student's name***

PRE PRIMARY 2017

LUNCH

Students are encouraged to bring a healthy lunch to school each day in a named lunch box. Lunches will be kept in school bags. Please ensure children are able to open lunchboxes themselves. Please be aware that some foods may not be suitable on very hot days. Please note that some children have nut allergies and as a result we encourage parents to NOT pack any products containing nuts. We also encourage parents to support our "Waste Free" program and reduce the packaged foods sent to school.



Canteen: Ordering from the canteen is available to pre primary families/students.

DRINK BOTTLES

All children are encouraged to bring a named drink bottle filled only with **WATER** to school. Children are encouraged to drink throughout the day. No cordial or juice is permitted.

SHARED FRUIT

Each day the children will participate in a shared fruit session. Each child is asked to bring 1 piece of fruit or a healthy alternative (sultanas, cheese, carrots, cucumber, savoury crackers) to share with their peers. We do have peanut allergies at our centre so if products contain nuts please do **not** bring them to school.



HATS

All children are asked to bring a named black broad brimmed hat to school every day. Our school has a "No hat - No play" policy. School hats are available for purchase from the Tudor Uniforms in Wangara- online orders are available. Especially in Terms One and Four, please apply sunscreen lotion to exposed skin in the morning before coming to school.

CLOTHING

To prepare for the occasional accident at school, please place a small bag filled with spare clothing in your child's bag. Please include 1 T-shirt, 1 pair of shorts or a skirt, some underwear, and warmer clothes in winter. Please have clothes labelled with your child's name. All children need to wear black or white **sports shoes** that are safe for climbing over the equipment. It is important for long hair to be tied back, as stated in the school's uniform policy.



BIRTHDAYS

We are happy to celebrate your child's birthday. You may send along individual cup cakes or a large cake for sharing with their friends. Please check with staff first as some children have food allergies.



TOYS

Please ask children to leave toys at home as they may get lost or broken.

ARRIVING AT SCHOOL

Children are encouraged to follow a regular morning routine when entering their centre. Please encourage your child to independently follow this routine:

*Place bag on the bench located outside classroom.

*Place fruit in the basket provided, and their named drink bottle in the tray.

*Complete the set morning task with a parent and then do a puzzle or read a book.



END OF SCHOOL DAY

Parents are requested to collect their child as close to the end of the school day as possible as it can be distressing to a child if everyone else has gone home and they are left waiting. Please call us if you are unavoidably delayed. If someone besides immediate family is picking up your child please let us know and write it in the book provided. If it is an ongoing arrangement we require a signed letter stating who will be collecting your child.

CUSTODY ARRANGEMENTS

To assist us in meeting our duty of care responsibilities, please let us know of any special custody arrangements that involve your family.

ABSENCES

Please phone the school in the morning if your child will be away that day or send a note explaining the absence at the earliest possible convenience. If a child arrives after 8:45am they will need to go to the office to be issued with a late slip before coming to the classroom. If the child has an appointment to attend during school hours, the parent will need to fill in the "Sign Out Book" at the office and then give the teacher a "Sign Out Card" when collecting their child. When returning back to the school the parents need to have the child signed in before returning them to their classroom.

The sign out procedure also applies to parents collecting sick children before the end of school, and those attending the school dentist.

If your child is absent for a long period of time (e.g. a holiday) please give us the dates in writing or let the office know.

OUTDOOR PLAYGROUND AREA

Please note that children are not permitted on the outdoor equipment **BEFORE** and **AFTER** school. Your co-operation is appreciated.

PARENT ROSTER

A Parent Help Roster will be displayed for you to add your name. Parents, friends and grandparents are encouraged to put their names down when they can help out for a morning. A Confidential Declaration form must be completed by anyone who helps at the school, and works with children.

Parents are asked to actively participate in an informal way- assist with activities and generally be available for the children at the centre. We would like these occasions to be as enjoyable for you as they are for your child. Your child derives a great deal of pleasure and pride in having you help in their class. We welcome and appreciate you coming along and participating in your child's schooling experience. Helpers must sign in and sign out at the office when doing Parent Roster.

NOTES

Parent notes will regularly be sent home with children, as needed. Newsletters are now available on the website or via the Tapping PS App and are uploaded on Thursdays (pm) even weeks (weeks 2,4,6,8 & 10) of every term. Please check your child's bag every day to ensure you do not miss out on important information.



LAUNDRY ROSTER

Each week small quantities of tea towels, aprons and hand towels are sent home to be washed, as there are no facilities at our school. Also, at the end of each term a few articles of clothing from the home corner may be sent home to be washed during the holidays.

COMMUNICABLE DISEASES

See Section 10 Health & Safety main booklet

SCHOOL PSYCHOLOGIST

We have a psychologist available to assist classroom teachers and parents with assessments and referrals as part of our early intervention program.

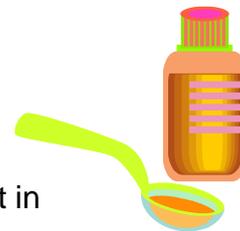
UNWELL CHILDREN

It is inevitable that children will contract different ailments in their first years at school. If your child is obviously unwell, please **DO NOT SEND THEM TO SCHOOL.** If a child becomes ill at school we will contact you and ask you to collect your child as soon as possible.

Please keep us informed of any illnesses or any long term medical conditions your child has that may have an impact on their learning.

ADMINISTRATION OF MEDICATION

The administration of medication is to be done by a member of the Administration team. Parents must provide written permission to administer any form of medication. A Health Care Authorisation form needs to be completed. These can be obtained from the office. Medication cannot be kept in student bags.



EMERGENCIES

Please provide the school with information regarding details of your child's medical condition, which may require specific action and or treatment under emergency conditions.

Please remember to keep school records up to date regarding contact phone numbers and emergency numbers.

PARKING

We ask that parents please DO NOT park in the staff car park when dropping off and picking up your children.

WE SUPPORT RECYCLING

If you can provide some of these articles we would be very grateful.

- | | |
|--------------------------------|---------------------------------|
| buttons | beads |
| cards (Birthday and Christmas) | artificial flowers |
| gift wrapping | egg cartons |
| Christmas paper | soft pieces of timber |
| contact | corks |
| shoe boxes | cereal boxes |
| foam sheet scraps | raffia |
| ribbons | scraps of material and lace |
| plastic piping | gloves, ties, hats, bags, shoes |
| feathers | large boxes |
| felt pieces | old jewellery |
| old kitchen utensils | doilies |
| cotton reels | lino |
| leather | old calendars |
| paper plates | cardboard rolls |
| sheep's wool | wool |
| shells | ice-cream containers |
| string | stockings |
| magazines | clothes for dressing up |
| any paper | |

We do not use toilet rolls, soap or washing powder boxes, pet food containers and cigarette packets.

Checklist for Children Moving into Year One

(The items in the following pages may vary from one year to the next and from class to class so please speak to the teacher if you need more information. You will be informed of a parent information evening at the beginning of the school year.)

- Break times for lunch
- DOTT and specialist teachers
- Computer lessons
- Fruit not shared; Crunch'n'Sip
- Drink bottles for water only
- Homework
- Development of independence – drop off and pick up of students from classroom
- Parent pick up from CAA (students escorted after school)
- Be at school by 8:20am. If arriving prior to 8:20 students must go to the covered assembly area/courtyard
- Assemblies
- Canteen purchases other than lunch
- Please label all equipment belonging to the student with the student's name. Bring all items on the first day as extras will be stored for the child
- Uniform expectations
- Hats. "No hat, no play"
- Play areas
- Parent help
- Importance of attendance at information evening at commencement of the year



AUTHORITY TO ACT AS GUARDIAN

The Western Australian Department of Education outlines that no child shall arrive at, or leave a Kindergarten or Pre-Primary centre unaccompanied by a parent or guardian. If this is not possible, a nominated person can pick up the child.

Please fill in the form below giving details of those who have permission to pick up your child.

✂-----

The following people have my permission to collect

(Your child's name)

From Room - LA1, LA3, LA4, LA5, T9, T10 T11
(please circle)

Name	Contact Number	Relationship to child

SIGNED: _____

NAME: _____ (PLEASE PRINT)

DATE: _____



CONFIDENTIAL DECLARATION 2017

For persons requiring access to schools who are not employees of the Department of Education.

Please read carefully and tick one of the boxes below.

(1)	I declare that I <u>do not have</u> any convictions, circumstances or reasons that preclude my working with or near children.	
------------	--	--

or

(2)	I declare that I <u>do have</u> convictions, circumstances or reasons that might preclude my working with or near children. The nature of these convictions, circumstances or reasons is outlined below. _____ _____ _____ (Please attach a separate sheet of paper if required)	
------------	---	--

I certify the accuracy of the above information. I am aware that I may be required to provide a criminal record clearance if it is considered necessary to verify the information provided.

Name: _____

(PLEASE PRINT CLEARLY)

Signature: _____ Date: _____

Company: (if relevant) _____

Address: _____

Phone/Email: _____

School/s visiting: _____

Purpose of Visit: _____

Children at this school:

	Year: _____	Learning Area: _____
	Year: _____	Learning Area: _____
	Year: _____	Learning Area: _____
	Year: _____	Learning Area: _____