PARENTS / CARERS
INFORMATION BOOKLET
2017

390 Wentworth Parade
SUCCESS WA 6164
Phone: 9414 3444
Fax: 9414 3210
Email: Success.ps@education.wa.edu.au
Website: www.successprimary.wa.edu.au
Motto

UNLOCK YOUR POTENTIAL

Purpose

We are committed to providing opportunities for students to develop their academic potential, independence, set goals, reach for their dreams and will support them to become active members of the school and community.

Our Vision

NUTURE     EDUCATE     CELEBRATE

Together we nurture and educate each student and guide them to become a successful, responsible and caring contributor to our ever changing world. Staff are reflective and take responsibility for assisting children to unlock their academic potential and think critically. We acknowledge and celebrate our achievements with pride.

Beliefs and Values

Excellence: we believe in continuously adjusting thinking and updating knowledge and skills to prepare us for our ever changing technological world.

Relationships: we aim to develop strong, positive relationships that enhance the lives of students, families and the community.

Collaboration: we offer and support a flexible learning environment where we encourage one another to learn with and from others.

Inclusivity and Difference: we recognise, value and provide for diversity by building a school community in which all individuals are equally valued, respected and included members.

Role Models: we teach through our actions and as such it is our responsibility to hold ourselves to the highest standards.

Personal and Academic Growth: we believe in continuously adjusting thinking and updating knowledge and skills to prepare us for our ever changing technological world.

SUCCESS IS THE KEY
ADMINISTRATION STAFF 2016

PRINCIPAL
Sue Knight

ASSOCIATE PRINCIPAL
Kaye Blackburn

DEPUTY PRINCIPALS
Donna Howat
Natalie Mc Robb
Karen Davey

REGISTRAR
Natalie Ranford

SCHOOL OFFICERS
Judi Milne
Tina Reeves
Kathy Aylmore
Kerry Pelliccione
Sue Criddle

LIBRARY OFFICER
Michelle Waghorn

SCHOOL TERMS

SEMESTER 1
Term 1 – Wednesday 1 February - Friday 7 April
Term 2 – Monday 24 April - Friday 30 June

SEMESTER 2
Term 3 – Monday 17 July - Friday 22 September
Term 4 – Monday 9 October - Thursday 14 December

PUBLIC HOLIDAYS

- Labour Day: Monday 6 March 2017
- Good Friday: Friday 14 April 2017
- Easter Monday: Monday 17 April 2017
- ANZAC Day: Tuesday 25 April 2017
- WA Day: Monday 5 June 2017

SCHOOL DEVELOPMENT DAYS

In 2017 there will be 6 School Development Days (Students do not attend)

<table>
<thead>
<tr>
<th>SCHOOL DEVELOPMENT DAYS</th>
<th>SCHOOL TIMETABLE</th>
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</thead>
<tbody>
<tr>
<td>Monday 30, Jan 2017 (before students commence)</td>
<td>Time</td>
</tr>
<tr>
<td>Tuesday 31, Jan 2017 (before students commence)</td>
<td></td>
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<tr>
<td>Friday 2 June 2017</td>
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<tr>
<td>-Monday 17 July 2017</td>
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<tr>
<td>-Monday 9 October 2017</td>
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<tr>
<td>-Friday 15 December 2017</td>
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<tr>
<td>8:45 – 10:55</td>
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<tr>
<td>10:55 – 11:30 lunch (15 minute eating)</td>
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<tr>
<td>11:30 – 1:30</td>
<td></td>
</tr>
<tr>
<td>1:30 – 1:55 afternoon recess (5 min eating)</td>
<td></td>
</tr>
<tr>
<td>1:55 – 2:55</td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL EXPECTATIONS:

Success Primary School works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. At the heart of our whole school approach to behaviour management are our core expectations. At Success Primary School 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 Success Staff, parents and carers and is embedded into every day conversations.

### Success Primary School - Code of Conduct

<table>
<thead>
<tr>
<th>Behaviour Expectations</th>
<th>Whole School</th>
<th>Classrooms/ Learning Areas</th>
<th>Outside Areas</th>
<th>Technology</th>
<th>Before and After School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong>trive for Success</td>
<td>We wear the Success PS uniform with pride We always have a go and always do our best We complete all tasks to the best of our ability We don’t give up</td>
<td>We are prepared for all lessons We always do our very best We have high expectations We set challenging goals for our own learning We display pride in our work We persevere</td>
<td>We display great sportsmanship</td>
<td>We are cyber smart We follow the usage agreement that we have signed</td>
<td>We arrive at school on time</td>
</tr>
<tr>
<td><strong>T</strong>ake Responsibility</td>
<td>We own our behaviour and the choices we make We ensure we arrive at school on time We care for and are responsible for our own belongings We are always honest We manage our feelings and emotions in a positive way</td>
<td>We help each other We are honest We have the necessary equipment for each lesson We are prepared for learning</td>
<td>We put all rubbish in the bin We pick up any rubbish we see We report problems to the duty teacher We zip up our bags and store them neatly</td>
<td>We keep all devices in our bags before and after school We keep our personal password private We print work only when instructed We sit down when using electronic devices We are careful when handling devices</td>
<td>We sit outside the Art Room if we arrive at school before 8:25am in the morning</td>
</tr>
<tr>
<td><strong>A</strong>lways Inclusive</td>
<td>We are aware of people’s needs We accept others’ differences We encourage each other We are caring and sharing We use kind words</td>
<td>We work with everyone in our class We include others We participate in “buddy class” activities We take turns</td>
<td>We invite others to play/join in We share the play equipment with others We play fairly We help each other pack away play equipment</td>
<td>We share equipment/devices</td>
<td>We greet others and help those in need We always use respectful language We watch out for others We are mindful of our surroundings We treat everyone with respect</td>
</tr>
<tr>
<td><strong>R</strong>espectful</td>
<td>We are polite and use our manners We use people’s names We use appropriate and respectful language We keep our hands and feet to ourselves</td>
<td>We take our hats off inside We walk around the school and transition between lessons quickly and quietly We respect our own, others and school property</td>
<td>We agree on game rules before starting We keep common areas clean We take care of the school environment We listen to and follow the duty teacher’s instructions</td>
<td>We respect all devices and equipment We use technology as the teacher instructs We use technology appropriately We return equipment to where we got it from</td>
<td>We are friendly, say hello and greet people</td>
</tr>
<tr>
<td><strong>S</strong>tay Safe</td>
<td>We walk on the paved areas We stay on the school grounds</td>
<td>We walk around our classrooms We sit on our chairs correctly</td>
<td>We wear a Success PS broad brimmed hat We walk on paved areas We eat our own recess and lunch</td>
<td>We keep our passwords safe We complete safe searches We report any inappropriate use of devices</td>
<td>We stay off the playground equipment before and after school We walk our bikes and scooters through the school We wear a helmet</td>
</tr>
</tbody>
</table>
INCIDENT/RED CHOICE is made
E.G: Not following Success PS Whole School Expectations

VERBAL REMINDER
A verbal reminder of expected behaviours will be given.

ONE
Student has not followed instruction and receives their first warning.

TWO
Student has not followed instruction and receives their second warning. Wait time and take up time is to be provided between each warning.

THREE
Student has not followed instruction, receives their third warning and receives a consequence – THINK SPOT IN CLASS. Student is to sit in a quiet spot, as directed by teacher. If the student makes good choices, they will return to class. If student doesn’t comply, they will receive the second consequence. Teachers will use their discretion in relation to the amount of time the students spend sitting in Think Spot. Student behaviour is recorded on Integris.

FOUR
TIME OUT IN TIME OUT CLASS
Student is to move quietly and sit in an area in time out class, as directed by teacher. If the student makes good choices, they will return to class. If the student doesn’t comply, they will receive the next consequence. Teachers will use their discretion in relation to the amount of time the student spends in Time Out and what they are to do while they are there. Student behaviour is recorded on Integris.

FIVE
OFFICE
Student is to move quietly and wait in the office, as directed by their teacher or admin. At this point Admin staff will deal with the behaviour and determine any appropriate consequences.
Restorative Practices
Where appropriate, a Restorative Practices approach will be used to deal with misbehaviour. Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in our school community. It is focused on helping students become aware of the impact of their behaviours on others through personal accountability and learning from a conflict situation. An important component of Restorative Practices is the focus on restoring relationships after harm has been done. Restorative Practices promotes inclusiveness, relationship building and problem solving. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. The Restorative Practices process provides an opportunity for discussion with the student in relation to what has happened.

Rights and Responsibilities

Students have the RIGHT to:
- learn in a purposeful and supportive environment
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy, honesty and have their possessions respected
- demonstrate and promote 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
Bullying Policy Success Primary School

Definition of Bullying
Bullying is a term widely and at times, incorrectly used. In recent times, people use the term ‘bullying’ to describe anything that occurs at school that upsets a child. One student refusing to play with another is not bullying. An isolated incident of conflict is not bullying. Rather, these are part and parcel of children learning social norms. Bullying is a repetitive pattern of behaviour by one or more persons towards another which is intended to hurt, injure, threaten, frighten, embarrass or upset or discomfort that person. Bullying represents an imbalance of power or the attempt to gain control over another person. It is persistent and repetitive.

Examples of Bullying Behaviour

Physical
Persistent pushing, hitting, 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, shouting at or swearing at.

Covert bullying
Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

Cyber Bullying
Episodes of writing abusive e-mails, SMS, cyber messages or notes.

Social/Psychological
Persistent episodes of excluding from activities, ignoring or threatening looks

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

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

Responding to Bullying

We support the student who is the bully by:

1. Listening empathetically and gathering information from the bully;
2. Encouraging the student to recognise that the victim is being bullied;
3. Offering necessary support;
4. Restoring their normal routine as soon as possible;
5. Counselling by appropriate staff members;
6. Informing class teacher and parents/caregivers of all parties;
7. Ensuring future behaviour is monitored;
8. Discussing bullying in role-play situations, encourage bully to see perspective of the victim in role play;
9. Developing programs to assist bullies work co-operatively with others rather than in a confrontational way.
Strategies for students who are bullied

There is a range of options:

1. Recognise that you can take positive action;
2. Seek assistance and be assured that there are many people who will help;
3. Be assertive, you have rights;
4. Do not retaliate with physical or verbal aggression;
5. Ignore it if possible – if you show that you are not upset, the harassment may stop;
6. Laugh it off, use humour;
7. Build your own protection by establishing friends;
8. Talk to people with whom you feel comfortable. These may be friends, family, or staff members;
9. Talking to an adult is not ‘dobbing’;
10. Be smart about avoiding high-risk places and times;
11. Teach protective behaviours.

A solution can take time but doing nothing may not solve the problem.

We support students who are being bullied by:

1. Listening empathetically and gathering information from the victim;
2. Offering necessary support;
3. Restoring normal routine as soon as possible;
4. Counseling by appropriate staff members involving teaching of more assertive responses to bullying incidents;
5. Informing class teachers, parents/care givers of both parties and monitoring behavior;
6. Working to improve the self-esteem of victims through social skills programs.

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

These include:

1. Meetings/discussions with bullies and victims;
2. Discussions with parents and students together;
3. Referral to Student Services for further action;
4. Withdrawal from Extra-Curricular activities;
5. Suspensions/Exclusion from school;
6. Involves the police and other agencies as necessary.

Proactive strategies employed by Success Primary School

This school currently has a number of programs established to promote a caring and supportive environment. These educative and positive programs should ensure that bullying and violence are minimised. Some of these include:

1. Behaviour management policy incorporating low key responses and teacher witness;
2. Uses Student Support Services where necessary;
3. Restorative practices approach to mediation;
4. Values Education program run across the school;
5. Role play – different scenarios are played out which consider different points of view;
6. Incursions related to bullying;
7. Discusses appropriate standards of behaviour and school rules with all students;
8. Inclusion of Social Skills programme implemented.

Strategies for students who witness bullying

1. Care enough to want to do something;
2. Take action when the bullying occurs by saying “leave him alone”;
3. Report the incident as soon as you can. It is okay to ask for privacy and confidentiality, or you can make an anonymous report that will alert staff to a trouble spot or a bullying incident;
4. Offer support to the student being bullied. Make suggestions about handling it. Encourage him/her to get help through an adult.
Bullying Incident Plan

Not reported

Bullying may continue

Student

Report to Staff Member

Report to Parent or Friend

Intervention
Engage Parent support, consult line Manager, School Psychologist where appropriate

“No Blame” talk with bully

Negotiated Behaviour
Restorative Change

“No Blame” talk with the victim

Review

Continue to Monitor

Change in behaviour

Congratulate and Celebrate

Continued Bullying

Consequences

Seek interagency support ie Psychologist intervention

Not reported

Bullying may continue

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Bull
SCHOOL INFORMATION

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 before children are permitted to commence school. Admission procedures are carried out in the main school office.

Children from areas other than Success
Children can be enrolled from out of our intake area if vacancies exist. Preference must always be given to those living within the local intake area but if you wish for your child to attend Success PS and you live outside our local intake area, your application can be considered, but only if vacancies exist.

Children from Overseas
For enrolling children new to the country, the current (appropriately stamped) passport must be shown on enrolment. Children on holiday visas are not eligible for enrolment in the Government school system.

Immunisation Record
All ACIR immunisation records must be provided to the school on enrolment. It is advised that immunisations be kept up to date. If your child has recently started at school could you please take special note and fill in the immunisation information on the school health card. Completed cards ensure your child’s immunisation needs are monitored. Children without measles immunisation will be excluded from school during a measles outbreak.

Childhood Immunisation

- 2 months: Triple antigen Diphtheria, tetanus & whooping cough
- 4 months: Sabin vaccine Polio, Triple antigen Diphtheria, tetanus & whooping cough
- 6 months: Sabin vaccine Polio, Triple antigen Diphtheria, tetanus & whooping cough
- 12 months: Measles/mumps MMR1 Measles & mumps, vaccine
- 18 months: Triple antigen Diphtheria, tetanus & whooping cough
- 4 years: MMR2 Combined Diphtheria & tetanus, diphtheria/tetanus vaccine (CDT), Sabin vaccine Polio booster

CHILDREN SHOULD BE FULLY IMMUNISED BEFORE STARTING SCHOOL

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.

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.

**VOLUNTARY CONTRIBUTIONS**

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

Kindergarten - Year 6: $60.00  
Contributions may be paid at the school office.  
**As an incentive, there will be a discount of 10% if paid by the end of first Term.**

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.

**KINDERGARTEN and PRE PRIMARY**

Success PS provides programs for Kindergarten and Pre Primary students. Pre Primary is the first compulsory year of schooling in Western Australia.

**Arrival and Departure Times**

**Safety**

In the interest of your child’s safety and welfare, no child will be allowed to leave the centres unaccompanied or with a person other than their parents or legal guardian, without your written permission.

Please make sure children are delivered to and collected from the centres. Please help your child develop an understanding of the importance of punctuality. Children who arrive late for school are at a distinct disadvantage.

**Parent Help**

Your attendance as a helper in the Kindergarten or Pre-Primary is extremely valuable to your child (who will see you in a different role), the teacher and the class.

![Play, Learn and Grow... Together!]

**Settling into school**

Ensuring the following are in place will help your child settle into formal school routines. While we acknowledge that children develop at differing paces it would be helpful if your child could know...

1. Their name and address – knowing their telephone number is also very helpful.
2. How to take off and put on outer clothes – including putting on and taking off shoes.
3. It is important to wash hands after a visit to the toilet.
4. That it is important to be well mannered and to speak to others politely.
5. Not to go with or accept rides with strangers.

SCHOOL UNIFORM AND DRESS CODE

Student Dress Code

Presentation, pride and school reputation is an important contributor to the environment and culture we create here at Success. We ask staff to encourage students to wear school uniform. If you have ongoing difficulties with students wearing uniform or would like support to deal with parents please ask Admin for assistance. Students are not to wear rubber thongs as these are not safe or practical for a school setting. The Student Dress Code is endorsed by the School Board.

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

A condition of enrolment is that children in Years PP - 6 adhere to the dress code. Willetton Uniforms sells school uniforms from the Uniform Shop located on school grounds. It is open each Monday and Thursday between the hours of 8am -10am.

The School Board believes a school dress code:
- fosters and enhances the public image of the school
- assists in building school and team spirit
- encourages equity among students

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

Modification to Dress Code
Parents of students who, for religious or health reasons need to modify the school dress code are required to make an appointment with the Principal or Deputy Principal. Staff will be informed of any student granted a modification to the dress code.
Sanctions for non-compliance
Students not following the dress code will receive:
• Counselling from the Principal / Deputy Principal on the benefits of a dress code
• A letter to parents reminding them of the School’s Dress Code requirements
• Assistance/support to obtain suitable clothing if necessary

Non-compliance with the dress code may result in a student being prevented from attending an activity in which he or she is representing the school and may include representative teams of participants or spectators in areas of sport, drama, music, excursions and school social functions.

SPORT FACTIONS

Students belong to one of four factions Kabi (Blue), Marr (Gold), Boodjera (Green) or Karla (Red). The faction colours have an Aboriginal name; Kabi meaning Water, Marr meaning Wind, Boodjera meaning Earth and Karla meaning 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 the Uniform Shop and children are encouraged to wear these for Friday sport. Kindy and Pre-Primary students are not allocated factions.

PERSONAL ITEMS

Students are encouraged to bring their own personal iPad/tablet to school. The Personal Owned Device (POD) for Students (Year 2-6) Information and Policy 2015 is available on the school’s website. Ipads/ tablets can only be brought to school if students and parents have signed a personal owned devise agreement and it is handed to that teacher in the morning. The device will be kept in a locked classroom throughout the day.

iPods
Students are not permitted to bring iPods to school. iPods that are sighted or used throughout the day will be confiscated and locked away until the end of the school day.

Mobile Phones
The school currently allows children to have mobile phones at school for contact with parents before and after school. During the day, phones must be switched off, not accessed and kept secure. The school accepts no responsibility for the safety of mobile phones. The school cannot guarantee the safety of personal items that are bought into the school such as iPads.

LOST PROPERTY

Parents are encouraged to 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.

COMMUNICATION WITH THE SCHOOL

Parents are encouraged to make appointments to discuss their child’s progress. Parents are requested not to phone teachers during lesson times. Teachers are not permitted to take calls in teaching time and it would be appreciated if calls were made between 12:55pm and 1:35pm. In the case of emergencies, parents are asked to telephone the front office on 9414 3444 and staff will ensure messages are delivered. Alternatively, you could use class DOJO to inform the teacher or email the teacher. The teachers’ email addresses are: firstname.surname@education.wa.edu.au

There will be an opportunity to discuss your child’s progress with the class teacher in Term 2 with regards to student progress and reports. Parent/teacher interviews can also be arranged by contacting the teacher or front office. Informal contact with your child’s teacher through the course of the year is also strongly encouraged. It is requested that parents make an appointment for a mutually convenient time to discuss any issues.

CLASS PLACEMENT

Parents of children who have been placed in composite classes (eg Year 4 & Year 5 in the one class) are invited to discuss with the Principal or Deputy Principals, how classes are formed and how composite classes operate.
within the one room. The forming of composite classes occurs in all schools and should your child be placed in a composite class, he or she will not, in any way, be educationally disadvantaged.

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.

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 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.

ABSENCES THROUGH 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 a diary and daily reading, no work will be set for students during their period of absence. As it is a legal requirement that children attend school, it is imperative that you write to the principal prior to taking your child out of school for a vacation.

ARRIVAL TIME

Due to issues related to duty of care and supervision of students, parents are advised that students should not arrive at school before 8.30am. If children arriving before 8.30am they must sit quietly outside the front office on the Art class bench opposite the Deputy office.

NB All school play equipment is unsupervised by staff before and after school hours. Staff are not available to supervise play areas before and after school, so we ask that students refrain from playing on the equipment for their own safety. We appreciate your support with this.

VEHICLE PARKING

You may be aware that there have been ongoing issues with traffic and parking congestion around the school. The School has instigated some planning work with The City of Cockburn to help alleviate this situation and will continue with this work to ensure the best possible outcomes are achieved.

Please make sure you are aware of the changes relevant to your transport needs. All traffic and parking by-laws will be fully enforced by the Ranger throughout the school year.
Please DO NOT leave any child or pet in a car unattended. It is illegal to leave a child unattended in a vehicle in all states and territories of Australia. The temperature inside a car on a 29-degree day can rise to 44 degrees in 10 minutes, and to 60 degrees within 20 minutes. On average 38 children a year die from being left in hot cars.

School Parking Notice

Dear Parents

To ensure ongoing parking congestion is avoided 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 - 9.00am and 2.30 - 4pm 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 - 9.00am and 2.30 - 4pm school days’. The rear car park will remain designated for parent parking for YR 1-6 parents. Parents of YR 1-6 students are encouraged to use this side of the School for drop off or collection of children.

Parents are also encouraged to utilise parking at the Success Sporting complex off Hammond Rd. This is only a 200 metre walk to school cross the reserve.

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 9am and 2.30pm
- 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.

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.