Success Primary School

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

NURTURE    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
Andrea Wright
Kathy Aylmore
Kerry Pelliccione

LIBRARY OFFICER  
Michelle Waghorn

SCHOOL TERMS

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Term 1 – Monday 1 February – Friday 8 April</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 2 – Tuesday 26 April – Friday 1 July</td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td>Term 3 – Monday 18 July – Friday 23 September</td>
</tr>
<tr>
<td></td>
<td>Term 4 – Monday 10 October – Thursday 15 December</td>
</tr>
</tbody>
</table>

PUBLIC HOLIDAYS

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Day</td>
<td>Monday 7 March</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday 25 March</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>Monday 28 March</td>
</tr>
<tr>
<td>Easter Tuesday</td>
<td>Tuesday 29 March</td>
</tr>
<tr>
<td>ANZAC Day</td>
<td>Monday 25 April</td>
</tr>
<tr>
<td>WA Day</td>
<td>Monday 6 June</td>
</tr>
<tr>
<td>Queen’s Birthday</td>
<td>Monday 26 September</td>
</tr>
</tbody>
</table>

SCHOOL DEVELOPMENT DAYS

In 2016 there will be 7 School Development Days (Students do not attend)

<table>
<thead>
<tr>
<th>SCHOOL DEVELOPMENT DAYS</th>
<th>SCHOOL TIMETABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>8:45 – 10:55</td>
</tr>
<tr>
<td></td>
<td>10:55 – 11:30</td>
</tr>
<tr>
<td></td>
<td>11:30 – 1:30</td>
</tr>
<tr>
<td></td>
<td>1:30 – 1:55</td>
</tr>
<tr>
<td></td>
<td>1:55 – 2:55</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.
**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
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

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

“No Blame”
talk with bully

Negotiated Behaviour
Restorative Change

Negotiated Behaviour
Restorative Change

“No Blame”
talk with the victim

Review

Change in behaviour

Consequences

Congratulate and Celebrate

Seek interagency support
ie Psychologist intervention

Continue to Monitor

Report to Parent or Friend
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, for families with multiple students, the cost for the second child is $55 and a third and subsequent child is $50.00 each.
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.
In 2016, Parents of Kindergarten students will be asked to complete an application to participate in an electronic program called K-id. The K-id Scanning system is a free App/web based program that gives each parent/guardian a QR code. At school pick up, this is simply scanned and a photo of the authorised person pops up. It is simple and quick to use, is an effective safety measure to ensure no child goes home with the wrong person.

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.

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. From 2015 students are to wear a broad brimmed or legionnaire hat until stock is depleted.
- Students representing the school should wear a broad brimmed hat with the school logo.
- 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.

ATTCENDANCE

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.

Meridian Loop.
1. The embayed parking on Meridian Loop will be designated a ‘Kiss and Drop’ Zone only. (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 is designated as a Kindergarten and Pre-Primary parking area. Parents will be required to register at the front office to receive a purple permit card to display on dashboard if wishing to park in this area. This registration will be especially needed when volunteering in classrooms.

Columbus Loop.

1. The embayed parking on Columbus Loop will be a designated ‘Kiss and Drop’ 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.

NOTE: Staff car parks are only accessible to Staff with a green permit card. The front visitor car parking allows for parking for

- Visitors, Student Services and deliveries between 9am and 2.30pm
- ACROD and (Fluro Yellow) Permit holders.
- NB: ACROD PARKING is also available in the STAFF CAR PARK
- 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.

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

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.

COMPLAINTS

The school values your feedback; positive or otherwise. In the first instance, please discuss matters with your classroom teacher. If the need requires, please make an appointment to discuss your concerns with the Deputy Principals or Principal. In some cases, parents discuss what they feel are problems with other parents and neglect to notify the school. This is unhelpful as the school can only address your concerns if they are brought to us.

CAMP AUSTRALIA

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

CANTEN

The Success Primary school canteen, managed by the P&C association, will comply with the requirements of the DET Healthy Food and Drink policy. The menu reflects the percentage of Red, Orange and Green foods outlined in this policy. Each school is to have a canteen committee with representation from the whole school community, including students, parents and teachers. The committee participates in the decision making process for the canteen menu, pricing, purchasing and maintenance of equipment etc. The canteen menu is to be consistent with Department of Education Healthy Food and Drink Policy. The menu changes according to the summer and winter seasons. Menus are available from administration, canteen or online. The canteen is open Wednesday, Thursday and Friday and lunches may also be ordered online www.flexischools.com.au
LUNCHES

A canteen price list will be distributed early in the year and spares are always available at the office. Please note the Nut Policy when preparing your child’s lunch. Lunch needs to be nutritious and appealing. It is also requested that your child has a healthy snack of fruit or vegetable that they can enjoy during Crunch ‘n’ Sip. At Success we are committed to improving children’s health through education and by supporting the Department of Health’s Crunch&Sit initiative. Crunch&Sit is a set break for students to eat fruit or salad vegetables and drink water in the classroom. You are required to support your child to participate by providing a clean water bottle to drink in class and a piece of fruit or vegetable each day.

FOOD ALLERGIES

We have several students who have severe food allergies. This is a growing issue for many schools, as the incidence of food allergies in the general community has increased significantly over the last few years. The most common food allergies are peanuts, tree nuts (walnuts, almonds, cashews etc), cow’s milk, soy, seafood and eggs. Many children will ‘outgrow’ their food allergies; however reactions to nuts, seeds and seafood may be lifelong. The symptoms of food allergy range from mild to life-threatening, with anaphylaxis the most severe form of allergic reaction.

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

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

What is our school community’s responsibility?

It basically comes down to a shared sense of duty of care. This means that we need to make every reasonable effort to minimise the risk of exposure to known allergens within the school environment. School staff, the parents of the student with the allergy, parents of the student’s classmates, the student themselves and their peers all have responsibilities to ensure the risk of an allergic reaction is minimised. We also need to make sure we manage this issue in a sensitive and appropriate way.

How can we minimise the risk?

As a school, we can minimise the risk by ensuring that:

- Students do not share food, utensils or food containers;
- Students with allergies only eat food that is prepared at their own home;
- All food and drink containers are clearly labelled with students’ names to avoid confusion of ownership;
- Parents should avoid sending food to school that contains nuts and/or traces of nuts.

For further information: http://www.allergy.org.au/pospapers/anaphylaxis.htm

Birthdays

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

The staff of Success Primary School will ensure:

- That everything we do is based around providing opportunities for all students to achieve
- A positive, respectful and rewarding school environment
- A progressive, contemporary approach to education
- A team approach, in which staff and parents work together to provide opportunities for every child to reach his or her potential

The Australian Curriculum is being progressively implemented across the school. The first learning areas to be implemented include English, Mathematics, History, Geography and Science. Teachers and Education Assistants are engaging in professional learning to develop cognizance with the new curriculum, which has been progressively implemented since 2013.

**EVALUATION AND TESTING**

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

**NAPLAN**

Students in Years 3 and 5 will sit the *National Assessment Program in Literacy and Numeracy* (NAPLAN) on 10 - 12 May 2016. Results are sent to parents and also used to compare Success’s progress with other schools throughout the State, with other similar schools, with schools between States and also to assess longitudinal performance i.e. evaluate the performance of the Year 3’s in 2014, then evaluate their performance as Year 5’s in 2016.

**ASSEMBLIES**

Assemblies are held on Friday mornings once per fortnight. This can change from time to time so please see term planner. The dates of assemblies are published in the fortnightly newsletter and term planner. During each assembly, class times, displays, reports, plays and musical items are presented. Achievement certificates are awarded to various children for their efforts or contributions in class. All parents and friends are welcome to attend.

**SPECIALIST PROGRAMS**

Success Primary School offers specialists programs in:

- Music
- Science
- ICT (Information Communication Technology)
- Visual Art
- Instrumental Music for selected children from Year 3 - 6.
SWIMMING

All children are expected to attend swimming lessons, which are an integral part of the Physical Education program. The program involves a series of 9 lessons which will be held in Term 1, Weeks 1 and 2.

In Term Swimming Lessons
Department of Education swimming classes will be available for all children from Year PP – 6 for two weeks during the year. The school takes the strong view that all students should attend unless medically unfit to do so as we regard in-term swimming as an important part of our Physical Education program. Times for swimming can vary and lessons are held at South Lakes Leisure Centre, (Years PP – 6) and Success Primary School swimming pool (Education Support Students).

The use of any photographic equipment (including mobile phones) within South Lake Leisure Centre is prohibited without the prior approval of the centre management. No video recording will be permitted.

LIBRARY

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

PEAC: PRIMARY EXTENSION AND CHALLENGE PROGRAM

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

CAMPS

School camps or BIG Day Outs for our Year 6 students are run at the discretion of teachers, and parents are informed in the Schedule of Projected Costs in December, of the anticipated cost of camps or excursions the following year. Camps and Big Day Outs are beneficial to both the educational and social development of all students.

EXCURSIONS / SCHOOL-BASED EVENTS

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

Interschool Sport
Students may qualify to attend interschool sporting events and transport costs will be incurred. These events enhance the child’s educational program.
Costs are kept to a minimum to enable the attendance of all children. Full school uniform must be worn on excursions, including broad brimmed hats.

CLASS MEETINGS

At the beginning of each school year the teachers will hold a class meeting outlining the procedures and routines of the class.

HOMEWORK
PRINCIPLES
Homework helps students by complementing and reinforcing what’s being taught in the classroom, fostering lifelong learning while providing students with the opportunity to develop fundamental skills such as time management, organizational skills and responsibility.
Homework is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school. However, it should be noted that preparation of students for the time commitment of future homework in years to come is not in itself a reasonable basis for setting homework.

GUIDELINES
Homework should-

- Support the development of the student's independence as a learner;
- Further the partnership between school and home;
- Avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- Be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student’s age, development and educational aspirations;
- Be phased in gradually and consistently as students move through the school years;
- Be consistently applied and monitored. That is responsive to individual needs and learning area requirements;
- Daily home reading is highly recommended especially in Years 1 – 6.

IMPLEMENTATION
Students will be expected to complete homework on Monday – Thursday.
The following is a guide to implementation.

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>TYPE OF HOMEWORK</th>
<th>SUGGESTED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>Nightly Reading, Phonics, Sight Words</td>
<td>10 – 15 minutes</td>
</tr>
<tr>
<td>Years 1 - 2</td>
<td>Nightly Reading, Sight Words,</td>
<td>10 – 15 minutes</td>
</tr>
<tr>
<td>Years 3</td>
<td>Nightly Reading, Sight Words, Tables/Number Facts,</td>
<td>15 – 20 minutes</td>
</tr>
<tr>
<td>Years 4 - 6</td>
<td>Nightly Reading, Spelling, Tables/Number Facts</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

HOW PARENTS CAN SUPPORT THEIR CHILD AT HOME
Students benefit from a range of experiences in the home environment. Parents could also support their child/children by-

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

MUSIC

SIM (School of Instrumental Music) Program
Success Primary is included in the Department of Education’s instrumental music tuition scheme. Year 4 students are considered for tuition in years 5 and 6. This is a selective program with limited vacancies. Further details can be found at www.sim.inet.net.au  www.musicatsuccess.com

INFORMATION COMMUNICATION TECHNOLOGY (ICT)
The integration of Information and Communication Technology (ICT) at Success Primary School extends across all learning areas to enhance and improve learning opportunities. Students and teachers have access to computers, interactive whiteboards and appropriate software to assist students and staff to enhance learning and teaching across the curriculum. Teachers are committed to ensuring our students become confident, creative and productive users of technology and develop an understanding of the impact of technology on the society in which they live.
INTERNET USE

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

INTERNET: CONDITIONS OF USE

When using the Internet and computers at Success Primary School:

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

• I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.

• I will be mindful of the possible problems caused by sharing or transmitting large files online, and for sharing other people’s copyright online e.g. music and video files.

I understand that

• I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;

• the misuse of online services may result in the withdrawal of access to services and other consequences outlined in the School’s policy; and

• I may be held liable for offences committed using online services.

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

NEWSLETTERS

Newsletters are an important channel of communication between the school and parents. The Success Primary School newsletter is published every Tuesday fortnight and distributed to families via email. It can also be viewed on our website [www.successprimary.wa.edu.au](http://www.successprimary.wa.edu.au). It is very important that we are provided with your current email address and you remember to advise us if this changes.

If space permits and the information is received in sufficient time, notes of general interest from community organisations may be included in the newsletter, provided the following procedure is followed:

• The item (and wording) must be in writing by the person associated with the item

• Items other than those written by the Principal, must have the author’s name supplied - this will be included in the item

• All items must be received by 9:00am on the Friday prior to publication (the earlier the better)

• The Principal reserves the right not to grant permission for items to be included

• Advertisements from businesses will not be included

HEALTH and ENVIRONMENT

SUN SMART POLICY

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

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

BICYCLES and SCOOTERS

The National Safety Council recommend children not ride a bike to school until they are nine (9) or ten (10) years of age. Until this age, children have not developed sufficient peripheral vision for road safety. Children who ride bikes are required by law to wear helmets. Bicycles and Scooters must be walked in and out of the school grounds. The school provides bike and scooter racks for children who ride to school. Students are
HEAD LICE

Head lice are a common problem in all schools. Children who have head lice (nits) will be excluded from contact with other children and parents contacted and requested to take them home for treatment. An excellent information sheet on the treatment of head lice is available from the following website: www.health.wa.gov.au/headlice

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

COLLECTING CHILDREN FROM SCHOOL

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

HEALTH CONDITIONS

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

Asthma

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

SCHOOL NURSE

Due to the high needs of students at Success Primary, the school has been allocated a full time Nurse. The school nurse is responsible for our high needs students, however in an emergency, Administration Staff will ask for guidance.

Routine screening is conducted by our school nurse or allocated nurses from Department of Health.

Pre-Primary – Vision and hearing health appraisal. The health appraisal includes measurement of height and weight. There will also be a general physical assessment (eg checking skin, hair, teeth etc). Posture, gait and co-ordination will also be observed. This enables any issues to be identified and appropriate referrals to be made.

Year 1 – Health appraisal – if not previously performed, Vision and Hearing.

Year 6 – Vision.

IMMUNISATION

PROTECTION AGAINST INFECTIONOUS DISEASES: The Department of Education supports the Health Department of WA in ensuring that children entering school are fully immunised. Children who are not fully immunised have a high risk of contracting serious infectious diseases. Children commencing school should already have received their measles and mumps injection and their booster immunisation against diphtheria, tetanus and polio. It is important that your child has these booster immunisations before commencing school. Special arrangements can be made at clinics and with private doctors for children who have not had any previous immunisations or who have missed some of their doses. It is vital that you keep a record of your child’s immunisation. Record cards are provided by clinics and doctors.
**DENTAL THERAPY**

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

**COMMUNICABLE DISEASES**

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

**Pediculus (Head Lice):** The School Health Service ruling is to exclude from school until the hair is completely clean, i.e. no nits visible.

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

**Conjunctivitis:** Exclude from school until discharge from eyes ceases.

**Diarrhoea** – Exclude until well and diarrhoea has ceased.

**Glandular Fever:** Exclude from school while symptoms remain.

**German Measles (Rubella):** Exclude from school. Re-admit upon recovery.

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

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

**Herpes** (Cold Sores) – Exclude from school until effective treatment (including proper use of occlusive dressings) has been instituted.

**Impetigo (School Sores):** Red weeping spots. Admit to school if under treatment. Sores must be covered.

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

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

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

**Streptococcal Infections** – Including glandular fever. Exclude, re-admit on medical certificate.

**Trachoma** – Exclude from school until effective treatment has been instituted.

___ **Cough:** Exclude from school. Re-admit on medical certificate of recovery.

**HAND WASHING/HYGIENE**

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

**PRESCRIBED MEDICATION**

The potential hazards involving the misuse of any drug or medication can be severe. The school needs to be informed if student performance or behaviour is likely to be affected by medication, which is being self-administered. If a student is required to self-administer prescribed medicine while at school, the parent/guardian must advise the Principal of all relevant details, e.g. the form of the medication, correct dose and symptoms associated with misuse, overuse, or under-use as indicated by the treating doctor. For short term conditions such as dental treatment or menstrual pain where analgesics are self-administered by the student, notification of self-medication by the student is not required. Only the quantity of medication for the school day can be brought on to the school premises by the student.
If your child requires medication to be administered during the school day, you are asked to visit the school office to complete an Administration of Medication form. The form requires you to include all relevant details such as the name of the medication, dosage, etc.

School staff are not expected to administer prescribed medication or treatments which require specialist training such as giving injections. The staff have, however, received training in the use of Epi-pens for children who may suffer an anaphylactic reaction.

**ILLNESS and ACCIDENTS**

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

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

**EMERGENCIES**

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

**EVACUATION and EMERGENCY PLAN**

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

**SMOKE FREE ZONE**

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

**PHOTOS and VIDEOS**

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

**NO ANIMALS ON SCHOOL PROPERTY**

Parents are advised that the Schools Education Act 1999 indicates that a person cannot bring any animal on to school premises without the permission of the Principal. Dogs are not permitted in the school grounds or on the school oval.

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

**SCHOOL SECURITY**

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

**CHILDREN TRANSFERRING**

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

**SCHOOL DISCIPLINE**

In our endeavour to provide a systematic plan for both in-class and out-of-class behaviour and reward suitable choices of behaviour by children, a Student Behaviour Policy that reflects our values and virtues is implemented throughout our school. Children are involved with the preparation of rules for their classroom.

**SCHOOL GATES**

To regulate the flow of visitors into the school during the course of the day, our school gates will be locked each day at 9:00am. In the afternoons, the gates will be opened 15 minutes before the bell. Students or parents arriving or departing during the day are required to enter and sign in and out through the school office.

**SOCIAL MEDIA**

The only official Success PS online communication sites for parents is through the Success PS website, DOJO and the upcoming Connect Community site. School messages can also be sent via email to parents.

Social media is part of the fabric of modern life and while it can have benefits, it can also create problems. Did you know that social media sites such as Facebook, Instagram and Twitter are not recommended for children below 13 years of age? Sites such as Kik and Vibes are not recommended for children under 17 years of age.

We all know, though, that for many children younger than 13, using Facebook and possibly, Instagram, is a common daily occurrence, so parents have to be extremely vigilant and aware of the dangers.

Images of school events must never be posted on a social media site as this infringes the right of any child whose image appears in the photograph. This includes photographs taken at sports events and other activities.
PARENTS & CITIZENS’ ASSOCIATION

The Success P&C Association is a vibrant, involved group that actively supports the educational program at the school. Each class has a parent representative who attends meetings and in this way, all areas of the school are represented. All parents and interested community members will be made welcome at P&C meetings, times and dates are indicated on the School Term Planner.

What is a P&C?
A broad definition of a P&C Association as described by WACSSO (Western Australian Council of State Schools Organisation), the ‘parent’ body with which P&C Associations are affiliated, is summarised as follows:

“A Parents and Citizens Association is comprised of parents, teachers and other interested citizens who have a common interest in promoting the education of our children. It helps to bring about communication and cooperation between students, teachers and parents and works to foster community interest in educational matters. It provides extra facilities and amenities for the school and works to provide a pleasant environment in which our children can gain the most benefit from their education”.

What does our P&C endeavour to achieve?
The P&C endeavours to fulfil its objectives by informing parents about aspects of our school. The P&C may become involved in fundraising activities to support the educational program at the school and may organise activities providing opportunities for parents and teachers to meet each other.

PARENT HELPERS

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

SCHOOL BOARD

The School Board comprises the Principal and elected parent and staff representatives. The main functions of the Board are to ratify priorities for the School Plan each year, to prepare or review school policies, to ratify projected costs and engage in activities such as periodically reviewing voluntary contribution levels.

The School Board has advisory powers in regard to budgets and curriculum in so far as they affect the educational priority areas identified. The Board formulates, as the basis for its planning, a brief statement of the school’s purpose. The School Board representatives represent the views of parents and teachers.

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

CONCLUSION

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