Wellard Village
PRIMARY SCHOOL

building the minds of tomorrow

Courage
Compassion
Responsibility

www.WellardVillagePS.wa.edu.au

Wellard Village Primary School
Parent Handbook 2026

Leadership Team Welcome

Welcome to Wellard Village Primary School!

It is an honour to have your child/ren and family join our inclusive learning environment. Our vision for our students is to enable them to learn within a connected, diverse, and inclusive environment, reflecting the values of the Wellard Village community.

We invite you on a shared educational journey, where we value working in partnership with parents and carers to create opportunities that are reflective of the needs of our students and wider community. Our students are at the centre of everything that we do. In order to create a bright and successful future for the children of Wellard Village, we encourage you to be an active participant in our school.

Our focus is on developing the whole child, and ensuring all students are catered for. Our children are provided with a balanced curriculum, through explicit teaching of the Western Australian Curriculum, play based learning and inquiry. Our school wide approaches are based on an explicit pedagogical framework and the use of data to inform our evidence-based practices, ensuring we meet the needs of our students.

At Wellard Village PS our team of professional and engaged educators work collaboratively to promote and provide a diverse range of learning opportunities aimed at developing the whole child.

Our school is one that fosters a sense of belonging for everyone. Our learning environment is a unified, positive, and harmonious space where children feel safe and accountable. We celebrate and welcome all cultures and foster a positive and supportive learning environment through high expectations of student learning and behaviour. Our school utilises positive behaviour support to educate our students about our expectations as well as to support their social and emotional development, through Zones of Regulation.

This handbook was developed to provide access to relevant information to support families as they transition into our school environment. We welcome any feedback that could enhance this process to ensure that this is a positive experience for students and their families.

Jackie Huts, Foundation Principal, Rachel Dowling and Aleesha Meuleners, Foundation Associate Principals

About Wellard Village Primary School

Our vision: Together, we embrace diversity and empower our students by building inquiring minds.

Our mission: To create an inclusive, connected community.

Our motto: Building the minds of tomorrow.

Our values: Courage, Compassion and Responsibility.

> **Courage:** at Wellard Village Primary School we aim to build students' courage and to teach them the skill set to be resilient and to persevere. This is a strong value for our students as it encourages children to act with bravery, to have the strength to say 'yes you can' when things are challenging, to be resilient and bounce back, for students to believe in themselves, to positively speak up/out, to try new things and ask for help when they need it.
>
> **Compassion:** at Wellard Village Primary School we aim to create compassionate individuals. We want our children to show compassion for others, as having true compassion, empathy and acceptance, will enable our students to be part of an inclusive community. We want our children to help others, think about other people's perspectives and include others in their play and learning.
>
> **Responsibility:** at Wellard Village Primary School we want to ensure we foster our children to be responsible in all aspects of their life. We will educate students to demonstrate responsible behaviour, be socially responsible as well as being environmentally mindful. To ensure every child reaches their potential we will also create accountable learners who take responsibility for achieving their goals and building on their success.

Our logo:

Wellard Village
PRIMARY SCHOOL

The Wellard Village Primary School logo was born to incorporate the culture surrounding our community. The hexagons within the design are united to reflect our mission to create a connected and inclusive space for learning.

The architecture of our hexagons acts like that of a beehive, where all the bees work together to ensure the success of all. The integrated pattern of the hexagons shows how our staff will work together collaboratively for all students at Wellard Village Primary School.

The differing shades of colour seen in the hexagons reflect the many layers of diversity in our school; culturally, linguistically, and academically. To ensure our brand stands the test of time, we have drawn inspiration from the "Busy Bees" artwork installation that will be a focal point within our school.

The single marigold hexagon breaking away from the group represents a child who has grown and has become independent with the courage and confidence to move away from the group and on to the next step in their educational journey. It demonstrates how all our students will thrive, learn, and grow as a result of the nurturing, encouraging environment, and the education provided at Wellard Village Primary School.

Deeper in the logo we have the overlapping and connected initials of our name which recognises the influence we have on each other. The interwoven W and V allude to our vision of being a united community forged from powerful relationships. The letters slice through the hexagons and break out of the beehive stamping our children's emerging futures and our motto "building the minds of tomorrow".

A culturally responsive approach

The students and families at Wellard Village represent a diverse range of cultural backgrounds. Our school fosters a culturally responsive environment where we celebrate diversity and integrate culture, language and traditions into our teaching and learning.

To acknowledge our First Nations people, we have had our school story told through Aboriginal Art.

This artwork was created by Rosie Paine for Wellard Village Primary School. Rosie is a Yilka, Wongutha, Noongar and Yamatji artist, and Deputy Principal for the Department, living on Noongar Country. The artwork remains the intellectual property of Rosie Paine. Its use is restricted to use at Wellard Village Primary School.

Our story through art

At the centre of the painting the hexagon reflects our mission to create a connected and inclusive learning environment. There are smaller hexagons that sit within the larger hexagon reflecting the depth of these connections. Within each hexagon are U shapes that represent our school community. These U shapes also represent how we work together for all students at Wellard Village Primary School. The differing shades in each of the hexagons reflect the many layers of diversity in our school; culturally, linguistically and academically. The four smaller hexagons breaking away from the larger hexagons represent children who have grown and become independent with the courage and confidence to move away from the group and on to the next step in their educational journey.

The blue band running through the central hexagon pieces acknowledges the significance of the Noongar boodja that the school sits on, particularly the nearby Leda Swamp. The 14 arches framing the top and bottom of the piece represent the bush land and the tuart forest. The blue band and arches serve as an Acknowledgement of Country to the Noongar boodja.

Acknowledgement of Country

Our students recite the following Acknowledgement of Country in their morning circle each day:

We at Wellard Village, would like to say thank you.
To the original custodians of this land.
Thank you to The Whadjuk people
of the Noongar Nation for letting us share your land.
We promise to look after it, the animals and the people too.
Kaya boodjar (All touch the land)
Kaya worl (All reach for the sky)
Kaya ngaany (Hug self)
Kaya bunji (open arms out wide)

Embedding the Noongar Language

Our school environment has been designed to embed the Noongar language. The Noongar people are the traditional owners of the land on which our school has been built. Celebrating the site's heritage is an integral part of our role in building a strong community.

Waabiny

Waabiny is the Noongar word for 'play' or 'playtime'. Staff use this word to signify play time for students.

Our Building Names

Building	Noongar Language	Meaning
Administration	Baldja	Firmly united
Library/ Staffroom	Kadadjiny Kalyakool	Learning forever
Undercover Area	Koorongkoorl Miya	Coming together
Teaching Block 1	Djidar	Dawn
Teaching Block 2	Bina	Light of the morning
Teaching Block 3	Doodja	Heat of the day (middle)
Teaching Block 4	Djart	Sunset
Oval	Kanana	Land where the sun sets

Our teaching blocks have been named to reflect our motto "building the minds of tomorrow". The building names mark the time and the transition of the new day, the building of tomorrow.

Our Faction Names

Wardarn (Ocean) Blue- this team is named in reference to Kwinana Beach and our "she sells seashells artwork".

Marlak (Bush) Red- this team is named in reference to the bush area at the back of our school.

Binjar (Swamp) Green- this team is named in reference to the Leda Swamp in our local intake area.

Djarlma (Forest) Purple- this team is named in reference to the Tuart Forest our school site is on.

Auslan

Our students learn Auslan through our languages curriculum. To ensure a culturally responsive approach, staff at Wellard Village engage in annual Deaf Awareness Training. Our students from Pre Primary to Year 6 learn the language with our specialist teachers.

Our Languages

Our school community is made up of many languages and cultures. As part of our culturally responsive approach, we acknowledge and appreciate all cultures within our school environment. Our school is made up of people who speak the following languages: Anuak, Arabic, Bengali, Biscaya, Burmese, Cebuano, Cook Island, Creole Seychelles, Dutch, English, Farsi, Filipino, French, German, Gujarati, Hiligaynon, Hindi, Indonesian, Japanese, Korean, Malay, Manaen, Mandarin, Marathi, Nepalese, Nepali, Persian, Portuguese, Punjabi, Russian, Samoan, Setswana, Spanish, Tagalog, Telugu, Thai, Urdu.

kaya
నమస్కారం
ola
namaskārām
ہیلو
shlama
Привет
salaam
privet
derijot
mingalaba
ਸਤਿ ਸ਼੍ਰੀ ਅਕਾਲ
سلام
salam
tālofa
sati shri akaal
allo
hola
Hello
kia orana
أهلاً
你好
ahlan
Nǐ hǎo
নমস্কার
hallo
helo
नमस्कार
namaskār
nomoskar
bonjour
halo
안녕하세요
नमस्ते
annyeonghaseyo
namaste
สวัสดี
dumela
こんにちは
sawadi
kumusta
kon'nichiwa

Wellard Village Primary School Information

Address:	22 Brentford Parade, Wellard
Email Address:	WellardVillage.PS@education.wa.edu.au
Web Address:	wellardvillageps.wa.edu.au
Telephone Number:	6174 1140
Office Hours:	8.15am to 3.15pm
Principal:	Jaclyn Huts
Associate Principals:	Rachel Dowling
	Aleesha Meuleners (Tuesday-Friday)
	Ebony Johnson (Monday-Thursday)
Manager Corporate Services:	Emma Kime
Corporate Services Officers:	Anita Stokes
	Abby McCorriston
Library Officer:	Kerry McCorriston

Term Dates 2026

Parents can find term dates on the Department website: www.education.wa.edu.au/future-term-dates

Semester 1:

Term 1 Mon 2 February – Thurs 2 April
Break Fri 3 April – Sun 19 April

Term 2 Mon 20 April – Fri 3 July
Break Sat 4 July – Sun 19 July

Semester 2:

Term 3 Tue 21 July – Fri 25 September
Break Sat 26 September – Sun 11 October

Term 4 Mon 12 October – Thu 17 December

Public Holidays

Monday 2nd March (Labour Day)
Friday 3rd April (Good Friday)
Monday 27th April (ANZAC Day)
Monday 1st June (WA Day)

School Development Days*

Term 1: Thursday 29th January
Term 1: Friday 30th January
Term 2: Tuesday 2nd June
Term 3: Monday 20th July
Term 4: Friday 13th November
Term 4: Friday 18th December

School Development Days for 2026 are correct at time of publishing but are subject to change.
Students do not attend these days.

Our School Day

8.25am Gates Open
8.30am Classroom doors open
8.40am School commences
8.40am–10.40am Instructional Time
10.40am–11.00am Waabiny 1 (Play time)
11.00am–11.10am Eating time in class
11.10am-1.10pm Instructional Time
1.10pm-1.30pm Waabiny 2 (Play time)
1.30pm-1.40pm Eating time in class
1.40pm-1.50pm Mindfulness
1.50pm-2.50pm Instructional time
2.50pm School Finishes
3.00pm Gates Close

For duty of care and the safety of children, please ensure your child does not arrive before **8:25am**. Ideally, children should arrive when the gates open or just after, as this gives them time to get to class and organise their personal belongings for a smooth start to the day. Children need to wait quietly outside their classroom prior to the classroom doors opening.

All children are expected to leave school grounds promptly after the end of the school day, unless enrolled in after school care or after school activities. This will provide safety and duty of care for all children. The gates close at **3.00pm**.

There is no playing on the playgrounds before school and after school, for the safety of everyone.

Wellard Village Communication Process

At WVPS effective communication is a priority and we value sharing necessary information with our community to inform effective decision-making. WVPS is committed to using communication processes that aim to build a positive learning environment for students, staff, and parents/carers.

School Communication with parents:

- **Website:** Our website is the main place to find information out about our school. This includes policies, enrolments, parent handbooks, term planners, newsletters and practical information for parents/carers. In the future, it will include our Business Plan and Annual Reports. Our website will grow with our school, so check regularly for new information.
- **Newsletter:** Our newsletter will be published twice a term (weeks 5 and 10) on our website and Compass.
- **Seesaw:** Whilst the main purpose of Seesaw is to document the educational learning journey in each classroom, it may also be used by the administration team for whole school reminders and events.
- **Student Reporting:** You will receive an email link which has an expiry, so please download the report once you receive it.
- **Compass:** This will be our platform for all school payments for voluntary contributions, incursions, excursions, swimming, school photos and interschool events.
- **School email:** Wellardvillage.PS@education.wa.edu.au is used for communicating essential information with parents/carers and wider community.

Teacher Communication with parents/carers:

- **Three-way interviews- Term One:** our school will close for a half a day in Term One on Wednesday 1st April and Wednesday 2nd December, to allow you, your child, and the teacher to meet. This will be student led, and the child will share their progress and then, as a collective, you will plan some future learning goals.
- **Learning Journey- Term Three:** our school will be open for an afternoon/evening event where you can come and experience all our classes and specialist classes. This will be a chance for children to showcase what they have learnt over the year.
- **Three-way interviews- Term Four:** our school will close for a half a day in Term Four to allow you, your child, and the teacher to meet. This meeting will be an opportunity to reflect on your child's progress and to plan for the forthcoming year.
- **Assessment Folders- each term:** your child's assessment folder will come home at the end of each term; this is a chance for you to review your child's progress each term. The folder will need to be returned to the classroom teacher at the beginning of each term in week one.
- **Parent/Carer- Teacher meetings for students with learning adjustments:** teachers will contact individual parents/carers if they require a meeting to discuss student learning as well as students who are placed on an Individual Education Plan.
- **Seesaw:** the main purpose of Seesaw is to document your child's learning journey. Staff will regularly post classroom updates, share learning intentions for students as well as individual student work and photographs. This provides parents/carers with immediate insight into their child's learning.

Connect and Respect

The Department of Education, WA has released a resource called Connect and Respect which helps parents, carers and visitors to school sites, to understand what respectful engagement looks like, and what they can expect from us:

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
Culture	• recognise every student is important to us • contribute to a respectful school culture • promote and model good behaviour • work together with staff to resolve issues or concerns • respect the right of staff to disconnect from work outside of school hours • share responsibility in creating safe and secure learning environments	• respecting the diversity of our schools and the right to an education for every child • always communicating respectfully about our schools and our staff • not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members • raising concerns early with a staff member, the principal or the Department of Education directly • understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised • understanding that obstacles, barriers and disappointments are part of the growth journey • supporting children and young people to work through difficulties and build resilience
Communication	• be mutually respectful • act as positive role models • actively help to solve concerns • use the school's communication channels and processes to address concerns	• appreciating that school staff may not be available to respond immediately • knowing that staff will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited • not using offensive, insulting and derogatory language; and inappropriate conduct • being kind when interacting with others
Collaboration	• work with the school to provide a safe and productive learning environment • ensure your child attends school ready to learn • know and support the school's Student Good Standing Policy • schedule meetings at an agreed time, for an agreed purpose	• maintaining professional relationships that are open, honest and respectful • taking responsibility for your child arriving and leaving school safely on time every day • supporting your child to understand and follow the Student Good Standing requirements • scheduling an appointment to meet with the teacher or principal

Connect and Respect, DoE WA

<u>Parent Communication with the school</u>

What to communicate with the front office team:

- Planned and unexpected absences (via Compass).
- Any issues related to custody or access/ changes in family circumstances.
- Change in address or contact details (via email).
- Medical issues that change or arise.
- Administration of medication (prescription only).
- If your child has a communicable disease (head lice, chicken pox, etc.).
- Requests for appointments with the Administration Team.
- Changes to drop off and pick up arrangements need to be phoned through prior to 2.40pm, to ensure we can get the message to your child. We highly encourage you to communicate to your child, drop off and pick up arrangements, and what to do when you are not where they expect you to be. We encourage a designated meeting spot, to assist late changes.

What to communicate with classroom teachers:

- When you have child related good news to share.
- Safety issues or changes in behaviours at home.
- If you have concerns with your child's academic or social progress.
- When you can't keep a scheduled appointment.
- Positive feedback to the teacher- this is always welcomed.

Parents/carers can email a teacher directly or message via Seesaw to request a parent/carer meeting to discuss any of the above.

During instructional time, staff do not regularly check their emails. Staff usually check before school, whilst on DOTT, or after school and take these opportunities to communicate with families. If you have any urgent messages for your child, these are best phoned through to the office.

Electronic communication, such as an email, is highly convenient and can be used for short, non-urgent and positive forms of communication. However, electronic communication is not appropriate for more complex or emotional situations. In these cases, parents/carers should request a face-to-face interview, so that your issues can be given the time and attention that they deserve. If in doubt, schedule a meeting.

<u>What parents cannot expect</u>

- School staff returning calls after work hours (4pm) or during school vacation periods.
- Emails to be answered after work hours (4pm) or during school vacation periods.
- Access to teacher's private phone numbers or email addresses.
- Contact through social media.
- Academic discussion with teachers about your child during class learning time, i.e. after 8:30am and before 2:50pm, unless an interview has been pre-arranged.

<u>Dealing with issues</u>

There may be times, despite ongoing communication, where members of the school community are unsure, disagree or believe there is a problem or issue concerning their child. Parents/carers should not wait for a small issue to grow into a large one:

1. If the matter involves your child or is an issue of everyday class operation, parents need to make an appointment to see their classroom teacher, detailing the reasons for the appointment. The classroom teacher should be the first point of contact.
2. If the matter involves operations beyond the classroom or concerns that are not easily resolved, an appointment should be made with an Associate Principal.
3. If a resolution is not reached, please contact the front office team to make an appointment with the Principal, who will work with the relevant parties to resolve the problem.

Connect and Respect, DoE WA

LET'S TALK ABOUT...

Seesaw

WHAT IS SEESAW?

Seesaw is an app that allows teachers to document student learning and share this with families.

COMMUNICATION IS KEY

Seesaw provides a means of communication between student, parent and teacher. There is also a function to message your child's teacher privately if required.

STAY INFORMED

Seesaw allows families to stay informed with what their child is learning at school and what events are coming up in the school community.

WHAT TO DO NOW?

- Download the Seesaw Families app from the App Store or Google Play

FAMILY

- Select "I'm a Parent"

- Scan your child's QR code when it comes home to access your child's journal

Wellard Village PRIMARY SCHOOL

Our Curriculum

At Wellard Village Primary School, we provide a high-quality comprehensive curriculum that aligns with the Western Australian Curriculum. The curriculum encompasses English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Technologies, Languages, and The Arts.

Lesson Design

Our lesson design is based on the Department of Education's Quality Teaching Framework, underpinned by evidence and research. At Wellard Village, we promote Universal Design for Learning, a process of planning for the creation of instructional goals, materials, and methods that provide an equal learning opportunity for all individuals.

Our lesson design includes the use of high impact teaching strategies that enable the transfer of learning (surface to deep level). Our staff will incorporate the four knowledge dimensions: factual, conceptual, procedural and metacognitive, in their planning as well as promote higher order thinking skills.

Objective & purpose: *lesson intentions* and *success criteria.*

Hook: activate and connect students' *prior knowledge.*

Daily Review: provide opportunities to review *prior learning*.

Gradual Release of Responsibility Model

I do (Explicit Teaching): *Explicit Teaching* focused on concepts, knowledge, skills and processes.
Provide new material in small steps.
Model: Provide *worked examples* that demonstrate to students the steps required to understand new concepts and skills.

We do (Guided Practise): Practise skill shown, directly parallel to teacher's demonstration.
Use *scaffolds and frameworks* to support student learning.
Use *questioning* to enable frequent *checks for understanding*, opportunities for discussion and to extend student learning.

You do (Practise): Independent practise for mastery. Provide time for students to *achieve mastery* of content, skills, and concepts.
Use *multiple methods* of learning to review, practise and consolidate skills and processes.
Provide *explicit feedback* and assistance as required and clear misconceptions.
Employ *metacognitive strategies* that enable students to understand themselves as learners.

Lesson Closure and Reflection: give students the opportunity to review, reflect and *set goals* for future learning.

Specialist Learning Area Teachers

Children from Pre-Primary to Year 6 receive specialist instruction from specialist teachers in Physical Education, Media Arts, Music (from Year 1), Languages and Health, whilst classroom teachers have their DOTT (Duties Other than Teaching). DOTT may also be provided by general DOTT providers to ensure all staff get their allocated requirement. Kindy DOTT may be provided by a specialist teacher or a tandem teacher. Children will receive:

Years 1-6

- 1 x 90-minute Physical Education lesson
- 1 X 60-minute Music lesson
- 1 x 60-minute Languages lesson
- 1 x 60-minute Media Arts lesson

Pre-Primary

- 2 x 60-minute Physical Education lessons
- 1 x 60-minute Health lesson
- 1 x 60-minute Languages lesson
- 1 x 60-minute Arts lesson

Sounds-Write

At Wellard Village, our staff use Sounds-Write to teach phonics, aligned to the Western Australian Curriculum.

About Sounds-Write

Sounds-Write is a linguistic phonics program that uses an evidence-based and highly effective approach to teach reading and spelling. Sounds-Write is developmentally appropriate for beginning readers in the first three years of schooling (Pre-Primary to Year 2) within a classroom and offers highly effective intervention for children who have fallen behind in their reading and spelling (Year 3 to Year 6). The approach is also used in upper primary within the context of teaching the reading and spelling of subject specific terminology.

Sounds-Write's instructional method works effectively because it:

- is a sound to print approach that teaches children in simple steps how the sounds of the language are represented by the writing system.
- teaches the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling throughout the programme on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.

The Sounds-Write program was founded in the U.K, but it has been adopted in Australia and is endorsed by the Department of Education and the Dyslexia Speld Foundation (DSF).

Our home reading system from Pre-Primary to Year 2, is underpinned by the Sounds-Write principles. Students bring home decodable readers aligned to the code knowledge they have acquired and are learning. Students from Pre-Primary to Year 2 are provided with texts to support their fluency development. This involves repeated readings of the same text over the course of a week. Students from Year 3 to Year 6, who have not yet acquired the necessary code knowledge to be fluent readers, will be provided with age-appropriate intervention texts that support their continued development.

Inquiry Learning

At Wellard Village, we utilise the Kath Murdoch model of inquiry, where *"curiosity powers up learning".*

Inquiry-based learning is an education approach that focuses on investigation and problem-solving. Inquiry-based learning is different from traditional approaches because it reverses the order of learning. Instead of presenting information, or 'the answer', up-front, teachers start with a range of scenarios, questions, and problems for students to navigate.

Inquiry-based learning is a student-centred teaching method that encourages students to ask questions and investigate real-world problems. In this type of learning environment, students are actively engaged in the learning process and are given the opportunity to explore their natural curiosities.

Inquiry-based learning prioritises problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

This type of learning is often hands-on and allows students to connect what they are learning in the classroom and the real world.

Absences

If your child is unwell, has an appointment or will be attending a cultural day and will not be attending school, (please contact the school prior to 9.30am (preferred):

- Submit an absence via Compass
- Call: 6174 1140
- Email to wellardvillage.ps@education.wa.edu.au

You will receive an SMS at 9.30am with a link to submit an absence via Compass, if your child is absent and the school has not been notified. You can notify the school by submitting via Compass an absence request or phoning the school. Please include your child's classroom number on any note you send to the school.

Should your child be unwell for an extended period please advise the Administration Office and we will update the records, so you do not have to ring daily to notify us. A Medical Certificate will also be required.

Many families take holidays outside of school breaks. The Department of Education does not condone this practice as it can have a detrimental effect on your child's academic progress. If your child will be absent from school for extended periods, please inform the principal and class teacher in writing/email.

Assembly

Assemblies at Wellard Village will occur on special occasions and will be a feature of our whole school priorities. The focus for our assemblies will be a community focus, instead of class performances. Examples include Harmony Day, NAIDOC, Book Week, ANZAC Day, and Remembrance Day. A schedule of assemblies will be published in Term Calendars and on our school website.

Assessment and Reporting

Formal Reporting

All students from Kindergarten to Year 6 receive a formal report at the end of Semester 1 and Semester 2. Kindergarten reports are based on the Western Australian Kindergarten Guidelines and Early Years Learning Framework. Pre-Primary to Year 6 reports are based on the Western Australian Curriculum.

Term One: Three Way Parent Interviews

- In week nine, our school will close early for the purposes of parent-teacher-student meetings.
- Our school will close at 11.30am.
- Teachers will schedule interviews that are 10-15 minutes in length.
- **Format:** students (with the assistance of teachers) will share their learning to date, share a writing sample and one other piece of work/project/product they are proud of and then together create 2-3 learning goals.

Term Three: Learning Journey

In Term Three, we hold an open afternoon/evening for parents/carers to come into the classrooms with their children to engage in a learning journey. Parents/carers will be able to:

- View work displayed around the classroom.
- View children's workbooks and work samples on their desk.

- Engage in a "Learning Journey passport" with their child.
- Engage in activities and games that students know and can teach their parents/carers.
- View and engage in specialist areas with the same purpose as classrooms.

Term Four: Three Way Parent Interviews

- In week eight, our school will close early for the purposes of parent-teacher-student meetings.
- Our school will close at 11.30am.
- Teachers will schedule interviews that are 10-15 minutes in length.
- **Format:** Teachers will reflect on the student's progress across the year, share some comparative work samples and, together with both student and parent/s, discuss some recommended goals for the following academic year.

Assessment Folders

- Assessment folders will go home at the end of Term 1, 2, 3 and 4.
- Two A4 Black Display books have been put on the booklist for this purpose.
- In Term 2 and 4, the assessment folder will come home on the same day as the formal report.
- Assessment folders will contain a variety of assessment pieces as well as photographs of products/ technology or large projects children have completed.
- Assessment folders will contain at least one piece of assessment from each learning area.
- Specialist teachers will also contribute to the folder.
- The folder will contain a reflection page for students and parents to comment on at the end of term.
- Assessment folders are to be returned at the beginning of each term.

Student reports following system-wide assessments:

On-Entry Assessment: Students in Pre-primary, Year 1 and 2 will participate in On-Entry Assessments early in Term 1. Student reports will be provided to parents immediately following this assessment.

Year One Phonics Check: Students in Year 1 complete a phonics assessment in Term 2 which assesses how well students can 'decode' written words. Our school uses this information to inform the teaching program.

NAPLAN: Students in Year 3 and 5 will participate in the National Assessment Program in Literacy and Numeracy (NAPLAN) in March. When the results become available, parents will be provided with a report.

Attendance

It is a legal requirement that every child attend school. Regular attendance ensures your child can build relationships and make progress both academically and socially. It is important from an early age to establish good attendance habits, going to school every day helps children learn more and achieve more.

Why attending school everyday matters?

Every day your child learns something new. Every day they build on what they know. What they learn today is the foundation for what they need to learn tomorrow. That's why attending school every day is so important.

Research by the Telethon Kids Institute found children who attend every day generally do better at school. The more children attend, the more they learn, the more they achieve. This creates more opportunities for their future.

We encourage you to support your child to attend every day. If you need any help, please let us know.

Absent from school

Developing the habit of going to school every day is vital so that children do not miss out on important ideas and skills they need for future learning. ***Missing a day each week adds up to over two and a half years missed by the end of their schooling.***

Everyday counts…….

When your child misses just…	that equals….	which is……	and over 13 years of school that is…..
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 and ½ years
1 day each week	40 days per year	8 weeks per year	Nearly 2 and ½ years
2 days each week	80 days per year	16 weeks per year	Over 5 years
3 days each week	120 days per year	24 weeks per year	Nearly 8 years

Late Arrivals

Arriving on time is important for your child as being late can be disruptive for your child and others, and impact negatively on their readiness to learn. Any students arriving after **8.40am** must attend the office to collect a late pass.

Students at school are in our care and are our responsibility during school hours, including breaks. Students are not permitted to leave school grounds. If parents wish to collect their child during school hours, they need to attend the office to sign students out.

Bicycles and Scooters

Wellard Village Primary School is a registered Your Move school where we actively encourage students to ride their bikes or scooters to school. In the interest of safety, we have expectations for our students to follow. These are:

- Bicycles or scooters are to be walked, not ridden, whilst on the school grounds.
- Children need to wear suitable safety helmets.
- Bicycles and scooters are to be kept in the bicycle and scooter space provided.
- Students are encouraged to use a lock for their bicycle or scooter.

Legislation exists requiring all cyclists to wear helmets, and children who cycle or scoot to school must wear a helmet. It is recommended that children under ten do not ride bicycles unsupervised.

Bookclub

The school participates in the Scholastic Book Clubs: Busy Bee, Wombat, Lucky, Arrow and Star. Your child will bring home a brochure/order form twice a term. All orders are placed through the LOOP online ordering system on the Scholastic website https://mybookclubs.scholastic.com.au/parent.aspx or by the LOOP app. The school does not accept payments for Book club. We appreciate your support of Scholastic Book club as the school receives free books for the library.

Bullying

Wellard Village Primary School has a no tolerance approach to bullying.

Understanding bullying

- Bullying is an ongoing and deliberate misuse of power in relationships that is used to cause physical, social and/or psychological harm.
- Bullying behaviour is repeated.
- It can be verbal, physical and/or social behaviour.
- It can involve an individual or a group misusing their power over someone who feels unable to stop it from happening.
- Bullying can happen in person or online.
- It can be obvious or hidden.
- A single incident, conflict or fights between equals is not bullying.
- Sometimes children who are bullied are reluctant to discuss this issue with parents, carers or teachers. They are concerned that 'telling' will make matters worse.

Signs of bullying that you might notice in your child:

- Does not want to go to school or participate in school activities.
- Changes their method or route to school or is frightened of walking to school.
- Does not do as well in assignments or tests.
- Changes their sleep patterns.
- Changes their eating patterns.
- Has frequent tears, anger and/or mood swings.
- Takes money from home.
- Has unexplained bruises, cuts and/or scratches.
- Loses or brings home damaged belongings or clothes.
- Arrives home hungry.

Supporting your child: there are ways you can support your child if they are being bullied.

- Listen calmly and get the full story.
- Let them know it is not their fault.
- Ask them how they want to deal with the bullying. Encourage them to seek help from their teacher.
- Talk about strategies for dealing with the bullying. Practising at home can be useful.
- Focus on solutions and stay positive.
- Ask them what they want you to do.
- Tell them you will report the bullying if it does not stop after they have tried to deal with it.
- Speak with their teacher if they are not safe at school.
- Check in regularly with them.

Visit the Bullying No Way! website for more ideas.

Celebrations

Birthdays

Celebrating students' birthdays or other special occasions is important and should be recognised in a special way, however, food treats provided by parents/carers are discouraged and will not be distributed by school staff to ensure the health and safety of all students. This aligns with Department of Education requirements around dealing with allergies and Healthy Food protocols in schools.

Class Parties

Occasional class parties to recognise a special event will be celebrated with fun games/activities and may include food options which align to the Healthy Food and Drink policy. Shared food provided from home is not permitted in consideration of students with allergies, financial consideration and health and safety.

Easter and Christmas
This also extends to other significant celebrations; for example, Easter and Christmas, where we discourage children bringing Easter eggs, candy canes and chocolate elves to distribute to their friends.

Class Structures

Due to the size and nature of our growing school, some of our classes will be composite classes. This means that there are two-year levels sharing the same class e.g. Year 5/6. As our student enrolments grow and change, it is likely that we will have several composite classes across the school. Research demonstrates that there are many benefits to students being in a composite class; and through teamwork and positive communication, we can support all our students to successfully transition to their new class.

Composite classes are created on a year-to-year basis, where the need is required. Student placement within upper and lower splits is based on a range of factors including:

- Gender numbers
- Family relations
- Student behaviour
- Academic ability
- Social considerations
- Class recommended numbers

It is important to remember that just because your child might be allocated to the lower year level of the class does not mean that he/she is of higher ability and needs extension. Similarly, placement in the higher level of the split does not mean that he /she is of lower ability. It is more important that classes are balanced with a mixture of ability levels rather than all being at the same level.

Teaching has changed significantly in recent decades through a focus on teachers using data to develop whole class, group and individualised 'plan, teach, assess cycles' that meet specific needs across different curriculum areas. Our teachers are skilled in differentiating curriculum delivery and will be provided with ongoing coaching, feedback and support whenever required. In every class, including in single year levels, there is a significant variation in students' knowledge, skills and abilities across all curriculum areas. Teachers are adept at building learning opportunities, based on the curriculum, across multiple year levels. Research by Professor John Hattie indicates that teacher quality, as opposed to whether a class is a straight year level or composite makes a positive difference to the academic outcomes of students.

Communicable disease guidelines

School staff have a key role in preventing the transmission of diseases in the school environment, as do parents/carers.

While it is often difficult to prevent the transmission of common respiratory (colds/flu) and gastroenteritis infections that occur, every effort should be made to minimise the spread of infection by encouraging:

- staff and children to stay at home in the early stages of illness as at this stage they can be infectious and shed the virus, bacteria or parasite through coughing, sneezing, contaminating surfaces and personal contact.
- school staff and students who are ill should not return until they are symptom free if they have a cold or flu, and for at least 24 hours if they have had gastroenteritis.
- parents to seek medical advice if their child has ongoing symptoms of illness.

Many of the childhood infectious diseases require student/staff to be excluded from school for a recommended period; if they are unable to provide evidence of immunisation against specific diseases that are known to be highly transmissible, they will be excluded. Please see communicable diseases exclusion period table below:

Disease	Exclusion	Infectious Periods
Acute febrile respiratory illness	Exclude until afebrile	Usually for duration of symptoms
Campylobacter	Until asymptomatic	2-3 days treated 2-3 weeks untreated
Chicken Pox	Exclude from at least 5 days after rash appears and until vesicles have formed crusts. Crusted lesions alone do not warrant exclusion	2 days before rash until all vesicles have formed crusts
Conjunctivitis	Exclude until discharge from eyes has ceased	Whilst eye discharge is present
Cryptosporidiosis	Exclude until 24 hours after diarrhoea has ceased	2-4 weeks
Diarrhoea	Exclude until 24 hours after diarrhoea has ceased	Days to weeks
Glandular fever	Do not exclude	Months
Hand, foot and mouth disease	Exclude until vesicles have formed crusts	As long as there is fluid in the vesicles. Faeces remain infectious for several weeks
Head lice	Exclude until after treatment has commenced and live lice removed	Until lice and eggs are killed
Haemophilus influenza Type B	Exclude until antibiotic treatment finished usually 48 hours	Infectious until treated with antibiotics
Hepatitis A	For 14 days after onset of illness if not jaundiced or 7 days after jaundice appears	2 weeks before onset of symptoms to 7 days after jaundice appears
Hepatitis B	Do not exclude	Weeks before to months after the onset. Carriers may be infectious for life
Hepatitis C	Do not exclude	Weeks before to months after the onset. Carriers may be infectious for life
Herpes Simplex I and II	Young children unable to comply with good oral care hygiene practices should be excluded until dry. Sores should be covered with a dressing where possible	2-7 weeks
HIV	Do not exclude	As long as HIV infection persists
Human Herpes virus 6	Do not exclude	Unknown
Impetigo	Exclude for 24 hours after antibiotic treatment commenced. Lesions on exposed skin surfaces should be covered with waterproof dressing. Young children unable to comply with good hygiene practices should be excluded until the sores are dry	As long as there is discharge from untreated lesions
Influenza	Do not exclude	Usually, 1 day before onset of symptoms until 7 days after
Measles	Exclude for 4 days after onset of rash. Unvaccinated contacts should be excluded until 14 days after onset of rash of the last case	4 days before to 4 days after rash appears.
Meningococcal Disease	Exclude for 24 hours after antibiotic commenced. Contacts will be managed by WA Public Health	Until bacteria are no longer present in nose and throat secretions
Molluscum Contagiosum	Do not exclude	As long as lesions persist
Mumps	Exclude for 5 days after onset of symptoms	2 days prior to 5 days after parotitis (swollen salivary glands)

Disease	Exclusion	Infectious Periods
Parainfluenza	Until asymptomatic	4 days to 3 weeks
Parvovirus B19 (Slapped Cheek Syndrome)	Do not exclude	Not infectious after rash appears
Pertussis	Exclude for 21 days from onset of cough, or 5 days after starting antibiotic treatment. Contacts will be managed by WA Public Health	From onset of runny nose to 3 weeks after onset of cough.
Pin Worm	Do not exclude	As long as eggs are excreted. Eggs remain infective for up to 2 weeks
Pneumococcal disease	Exclude until 24 hours after commencement of antibiotics	Until Streptococcus pneumoniae are no longer present in nose and throat secretions
Ring worm	Exclude until 24 hours after treatment has commenced	As long as lesions are present
Rotavirus	Until asymptomatic	10 days
Rubella	Exclude for 4 days after onset of rash	From 7 days before to at least 4 days after onset of rash
RSV (Respiratory Syncytial Virus)	Until asymptomatic	3 days to 4 weeks.
Scabies	Exclude until the day after treatment has commenced	Until mites and eggs are destroyed
Shigella	Until asymptomatic	4 weeks
Shingles	Do not exclude unless rash is uncovered and weeping	Up to 1 week after appearance of the lesions
Tuberculosis	Exclude until medical certificate of recovery is obtained. Contact management by WA Public Health	As long as bacteria are present in respiratory secretions
Typhoid	Discussion exclusion with your local public health staff as clearance testing may be required	Infectious as long as Salmonella typhi are present in faeces or urine
Warts	Do not exclude	As long as the wart remains

(source: www.pch.health.wa.gov.au 1)

Compass Pay

Compass Pay is our preferred method of receiving payments made by parents/carers to the school for incursion/excursion permission and payment and Voluntary Contributions. Compass has an app, downloadable from your local play store and this can also be accessed via a web browser from a computer. Payments can be made in person via EFTPOS in the office. Please find the instructions for Compass Pay

Crunch and Sip

For a full copy of our Healthy Food and Drink Policy please see our website.

WVPS adopt elements of the Health Promoting Schools Framework, including Crunch and Sip. Crunch and Sip is a primary school nutrition program, developed to increase the quantities of vegetables, fruits and water being consumed by Western Australian children. Participating in a daily Crunch and Sip break provides an opportunity for children to drink water and eat an extra serve of vegetables or fruit to support good health

and to help with learning and concentration in the classroom. Crunch and Sip will be utilised by our school community to promote and increase student vegetable intake.

Students will participate in a daily crunch and sip break at ***9.40am*** or 9:30am if the class are moving to a specialist class in period 2 (E.g., Physical Education).

The objectives of Crunch and Sip are to:

- Increase awareness of the importance of eating vegetables and fruit and drinking water.
- Provide students and staff an opportunity to eat vegetables and fruit during crunch and sip time in the classroom.
- Encourage students and staff to drink water throughout the day in the classroom, during break times and at sports, excursions, and camps.
- Improve the nutrition knowledge, attitudes, and behaviours, among parents and community members.

Dental Therapy

Free emergency and basic dental care are provided to all enrolled school children aged 5 to 16 years. Our school site includes a Dental Therapy Centre; Appointment details will be posted to you in the mail. For further information please contact Dental Health Services on 9313 0555 or visit Dental Health Services' website at www.dental.wa.gov.au.

Dress Code

For a full copy of our Dress Code Policy please see our website.

Our Dress Code outlines the standards expected of students and plays an important role in promoting a positive image of our school. Our Dress Code supports all students to participate actively in school life. It also helps us to create a sense of identity and a school culture in which every student experiences a sense of connection and belonging. Our school uniform has specifically been designed to embody our school mission of "creating a connected and inclusive community".

Our Uniform:

Our school uniform colours are charcoal, wattle and marigold

- School polo shirt with logo
- School microfibre jacket with logo
- Reversible bucket hat with logo (includes toggle and pocket)
- Team shirt with school logo
- Charcoal shorts- mid thigh, loose fitting walk short (universal, non-school logo)
- Charcoal skort- mid thigh, loose fitting (skirt with inbuilt pants, non-school logo)
- Charcoal tracksuit pants (universal, non-school logo)
- Charcoal leggings that are opaque and full length to the ankle (universal, non-school logo) may be worn, but should be paired with a long school polo that sits at mid-thigh or a skort.
- Footwear – shoes, sneakers, or sandals with a toe cover and ankle strap. All footwear needs to be appropriate for outside play, physical activity, and sport. It is also important that footwear is age appropriate, and that the student can independently put their shoes on and off. Velcro is recommended in Kindergarten.
- Each year, our Year 6 students have an opportunity to purchase the Year 6 Leavers polo shirt as part of the Dress Code.

Wet Weather Clothing

Appropriate rainwear is acceptable for outside wear at play times only, this is not inclusive of umbrellas. Children will be able to bring gum boots in winter to change into at play times, should they wish.

Team Shirts

Students will be able to wear team shirts on designated days (E.g., PE day or Fitness Friday), athletics events, any other events where they are representing their team and for team rewards.

Acceptable Accessories

- Hair accessories (school colours preferred).
- Small stud earrings or small sleepers, watches.
- Culturally significant jewellery items.

Hair that is shoulder length or longer must be tied back.

Items that are not acceptable, as part of our dress code

- Any items of black clothing.
- Denim items.
- Bike pants.
- Singlets, board shorts, clothing with hoods, brand logos or graphics.
- Additional decorative or valuable jewellery (for safety and security reasons).
- Thongs, boots, shoes with high heels/platforms, roller shoes or slip-on shoes without a back (except on medical grounds accompanied by a written note to class teacher).
- Make up and fake nails.

Dogs on School Site

To ensure the safety of all members of the Wellard Village Primary School community, we require that dogs and other pets do not enter school grounds, with the exception of service dogs or dogs visiting as part of educational programs with approval by the principal. We appreciate that some families walk to school with their dogs; however, please leave the dogs tethered to posts outside the school grounds away from pedestrian and vehicle traffic areas when taking your child to their classroom. We thank all of our parents and community members in advance for respecting these guidelines.

Excursions and Incursions

Excursions and incursions play an important part in the learning program of all classes. Written permission is required for all excursions and failure to return the excursion permission slip will prevent the child from participating. This procedure is strictly adhered to for safety and legislative reasons. The school will publish a costing document each year which provides details for the expected maximum expenditure that each year level may incur. Please contact the school office for further information.

Good Standing

Please note for a full copy of our Good Standing Policy please see our website.

The development of a Good Standing Policy is a mandatory requirement for all public schools, in order to address violence in schools.

Good Standing

All students start with good standing, and it is issued:

- As a student enrols at our school, and
- At the commencement of each school year.

Maintaining Good Standing

To maintain good standing at WVPS students must:

- Follow the WVPS Behaviour Expectations
- Follow the WVPS Student Behaviour Education Policy

- Not be involved in any of the following:
    - Major behaviour breaches:
        - Verbal abuse of other students
        - Verbal abuse of staff
        - Threatening other students
        - Threatening staff
        - Intimidating other students
        - Intimidating staff
    - E-breaches (technology misuse)
        - Inappropriate searches (explicit nature)
        - Logging into social media accounts
        - Making inappropriate e texts (explicit nature)
        - Sharing inappropriate searches, material, e-texts with other students
        - Cyberbullying at school
    - Damage to property
    - Fighting (automatic suspension)
    - Physical abuse of other students (automatic suspension)
    - Physical abuse of staff (automatic suspension)

Students will be educated about what good standing is and how to maintain it through the teaching of our whole school behaviour expectation matrix, and our weekly Positive Behaviour Support lessons.

Losing Good Standing

A student will lose good standing after a breach, or series of breaches, of school discipline. These include:

- Major behaviour breaches (outlined above).
- Starting a fight.
- Making physical contact with the intention to harm.
- Filming a fight.

Students will automatically lose their good standing when they are suspended.

If a student loses their good standing, the Principal or Associate Principal will communicate with the student and their parent/carer.

Students who lose their good standing at Wellard Village will lose the privilege to participate in PBS rewards and various events throughout the school year. These include social based activities including excursions, camps, interschool sporting events, sports days, and graduation social events.

Regaining Good Standing

- Students can regain their good standing after a period of 10 days of positive behaviour.
- Teachers will utilise the child's individual tracker to monitor their behaviour.
- To regain good standing, the student is required to receive 40 out of the 50 possible positive behaviour stamps.
- The Associate Principal or Principal will meet with the student at the end of the 10-day period to review the students' behaviour tracker and to determine whether good standing will be reinstated.
- Students who regain their good standing will receive a positive phone call to inform parents of reinstatement.
- If students have not regained their good standing after a period of 10 days, a decision will be made by the Leadership Team of the next steps of action. This could include continuing the tracker or scheduling a meeting with parents.

The WVPS Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if there are extenuating circumstances that have resulted in the negative behaviours; or the child has a special need; or there is a significant period of positive behaviour

since the previous negative behaviour then, these factors will be considered and any decision to withdraw or maintain good standing is at the discretion of the principal.

Head Lice

Head lice are tiny insect parasites that live on your head and feed on your scalp (the skin covering your head). They reproduce by laying their eggs (nits) on your hair shaft (the part of your hair closest to the scalp). Head lice are not dangerous, do not carry diseases, and are not a sign of poor hygiene (cleanliness).

A student's head can be checked for head lice by:

- staff authorised by the principal.
- community health staff
- school nurses.

If permission to examine a student's hair is not given by the student or parent, they can be directed not to attend school until they have been examined, and do not have lice in their hair.

Students who have head lice found in their hair will be:

- treated with sensitivity
- given tasks which do not involve close interaction with other students.

When a case of head lice is discovered at school all parents/carers in that class will be informed that:

- head lice have been found in their child's class
- they should check their children for head lice and provide treatment if required
- treatment should occur for at least 10 days and until all eggs and hatchlings are gone.

Treating Head Lice:

- Check to see if anyone else living in your house has head lice.
- Choose the treatment method that best suits you and your family and follow the instructions carefully. There are two effective head lice treatments: the 10-day hair conditioner treatment and insecticide treatments. Be sure to follow the directions for your preferred treatment exactly.
- Inform the school so that other children and adults who have been in close contact can be checked.
- When the treatment is completed and all head lice and eggs have been removed, continue to check hair weekly for further outbreaks.

Stay home from school:
Under the *School Education Act 1999*, if your child has head lice, the principal may keep them away from school until treatment has started. Your child may return to school when all live head lice have been removed. There is no need to stay away from school if there are only a few remaining eggs, but you must continue treatment over the following 10 days to ensure that all eggs and hatchlings have been removed.

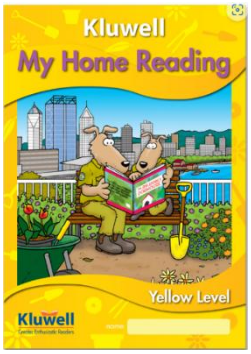
Home Reading

For a full copy of our Home Reading Policy please see our website.

Kindergarten Home Reading

Kindergarten students will commence an oral language-based home reading program in Term Two of the school year. This program is designed to be an interactive and engaging session for about 15 minutes each night with a family member. The students will bring home a book with a set of comprehension questions. The comprehension questions are based on the Marion Blank model of questioning, otherwise known as "Blank level questions". The children will have the book for a period of a week, and the children will be encouraged to do repeated readings of the text to build their ability to respond to the comprehension questions. The children will also be encouraged to orally retell the story from the pictures in the book.

Pre-Primary to Year 6 Home reading diaries



To encourage a love of reading, our school utilises the Kluwell Home Reading Diaries and a school-based reading rewards program. Home reading diaries are used from Pre-Primary to Year 6. Children in Pre-Primary to Year 2 will be provided with home readers that align with the phoneme-grapheme correspondences that the children have learnt (otherwise known as code knowledge). Our school utilises Sounds-Write to teach children synthetic phonics, and decodable readers are used for children to practice their blending and segmenting skills. The purpose of home reading in these year levels is to develop fluency.

Children in Years 3-6 will utilise 2 library books per week for home reading. Children who are not yet fluent readers in Year 3 and above will be provided with home readers that are aligned to their code knowledge.

Reading Rewards

Can be collected from the library before school, during the first play break or during children's library time.

Illness and Injury

If your child is unwell before arriving at school, it is recommended they be kept home. The best place for an ill or sick child is at home with their parents or with a carer. If your child has symptoms such as vomiting, eye, ear or nose discharge, cough, fever and/or rash please keep them home until they are well rather than putting others at risk of infection, including our staff.

Should your child become ill or injured at school, they will be taken to the medical room for basic first aid and parents/carers contacted. The Student Health Care Summary form is to be completed by all parents prior to enrolment and updated if the student's health care needs change. The staff will consequently develop a health care management plan in consultation with parents.
A parent/carer will always be contacted in the case of a head or neck injury.

Instrumental Music

The School of Instrumental Music provides instrumental tuition to selected students commencing in Year 5. These places are offered to children who achieve high results in specific music aptitude tests conducted at the school. A variety of instruments are offered, some include Guitar, Trumpet, Trombone, Flute and Clarinet. Musical Instruments are either hired from the Department or purchased by parents. As places are very limited, only students who indicate a commitment to continue with the instrument for at least a two-year period are offered a place.

Kiss and Drive

For a full copy of our Traffic Management Policy please see our website.

Our designated Kiss and Drive is located on Brentford Parade and is situated with best access to our Djart and Doodja Teaching Blocks. Our Kiss and Drive facility includes 15 parallel parking bays which provide the opportunity for parents/carers to quickly drop-off and pick-up their child/ren without needing to leave the car. It is estimated that the average turnover rate of a typical kiss and drive bay is 3 minutes.

Operation

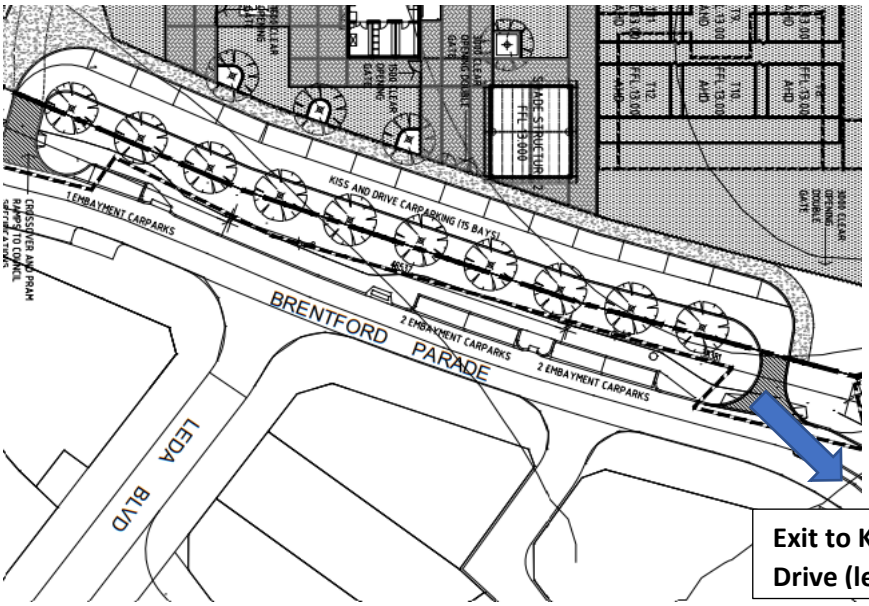
- A member of school staff is rostered to support the safe arrival and departure of students using the Kiss and Drive, for a period of 10 minutes before school and 15 minutes after school.
- Parents/carers are asked to stagger arrival, particularly for school pick-up to facilitate the flow of the Kiss and Drive facility.

Guidelines

- Please follow all instructions from staff and adhere to guidance from line markings and signage.
- There is no parking permitted in Kiss and Drive bays.
- The driver must remain inside the vehicle, with the engine running.

- Children are to promptly enter and exit the vehicle from the left side (kerb side) only.
- If the Kiss and Drive bays are full, the driver should stop and wait for an available space.
- Children can only be collected from the parallel bays; students should not enter cars that are waiting in the queue.
- To prevent the street being blocked whilst the Kiss and Drive facility is being used, parents are asked:
    - When entering the Kiss and Drive, enter by turning left from Brentford parade. Right hand turn also permitted but left encouraged.
    - When exiting the Kiss and Drive, we ask that parents turn left and head onto Brentford, then utilise the intersection at Lambeth heading towards Portobello Parade and Beauchamp Loop.

Entry to Kiss and Drive (left turn in)



Exit to Kiss and Drive (left turn out)

Leaving School Early

Parents/carers collecting their children during the school day are required to sign them out at the Administration Office. A pass will be provided to the parent/carer, which needs to be presented to the teacher prior to the child/ren being released from class. It is vital that, when enrolling children, the names of all people authorised to collect children from school are listed on the enrolment form. To ensure the security of all children, you may be asked for identification at the time of pick up. In the interests of child protection, no child will be permitted to be picked up by an unauthorised person **or** a person under 18 years of age.

Library

Our Library is a welcoming, engaging, stimulating centre, fostering both formal and informal learning opportunities. The library is open during Waabiny when staff are available to supervise students. All classes have rostered Library borrowing time. Children must have library bags to protect school library books from damage or loss. Children can borrow up to two books per week, and if they finish them before their next borrowing session are welcome to come in and exchange them. Students are encouraged to explore a wide range of topics, subjects, and genres. Students must return their books to borrow new ones. Books and equipment that have been damaged or misplaced will be charged to your child's account. It is our aim for our Wellard Village students to love their library space and to encourage and develop a love of books and reading.

Lunches

Our children have two opportunities to eat: 11.00-11.10am and 1.30-1.40pm. For the purposes of lunch ordering in the future we will define 11.00-11.10 as lunch; however, we do not determine what children eat, or when.

Parents/carers make decisions about their own child's diet, food choices and lunchbox. We understand that different children have different dietary requirements, and their lunchboxes will reflect this. It is important to discuss any special requirements with your classroom teachers. If teachers have any concerns, they will contact the parent/carer to discuss. The staff at Wellard Village will encourage your child to eat what has been provided by the parent/carer and facilitate student choice about what they eat, when.

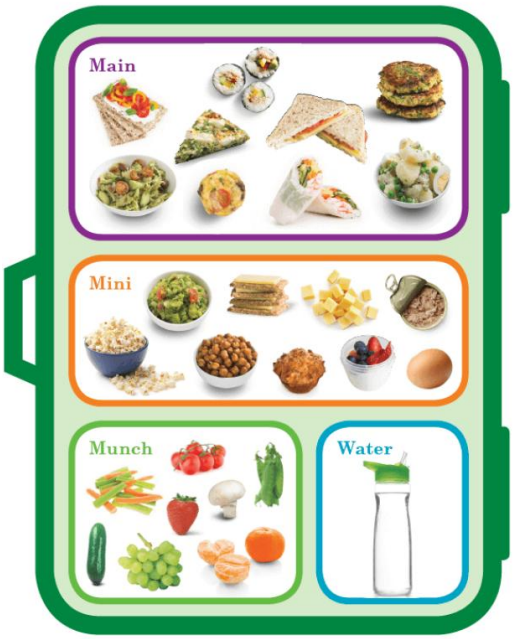
Try to pack your child's lunchbox with healthy food from the five food groups. This includes wholegrains, protein (such as lean meat, egg, fish or hummus), dairy, vegetables and fruits. Don't forget to pack water. There is no one size that fits all model. We encourage you to do your best for your child and remember to celebrate the small wins.

Main: Aim to pack a lunch with some grains, protein, and vegetables. This can include a sandwich, wrap, sushi, pasta, curry, falafel, or any dinner leftovers. Where needed, add an ice pack to keep food safe.

Mini: Reach for a healthy snack such as cheese and grainy crackers, hard boiled eggs, homemade muffins, plain yoghurt, popcorn, tinned tuna, baked beans, or fruit. It doesn't have to be fancy or expensive.

Munch: If you think your child needs more food, pack some extra fruits and vegetables for them to enjoy. Pick seasonal to save money and encourage variety.

Water: Remember to pack water for your child.



Medication

For a full copy of our Medication Policy please see our website.

In accordance with Department of Education policy, parents requiring medication to be administered to their child at school need to complete the necessary forms at the office. If a child needs to be given medication during school hours, parents/carers will be asked to provide:

- Medication that is labelled with the child's name, in its original packaging and is within expiry.
- Written authorisation for the school to administer the medication using a standard form from the school.
- Any associated medical equipment (it is important to ensure it is supplied in good working order).

It is important that you maintain communication with the school and advise of any changes or concerns you may have. Any changes to medication, requires alteration to these forms as they are legal instruction to those taking the responsibility for administration.

Please note that for safety and hygiene reasons, students may not bring any medication or herbal preparations to school to self-administer from their bag. The only medication approved to be kept in bags are asthma puffers.

Mobile Phones

For a full copy of our Mobile Phone Policy please see our website.

At all WA public schools, the Department of Education *does not* permit students to use mobile phones from the time they enter school grounds to the conclusion of the school day (off and away all day). As such, children are discouraged from bringing mobile phones and other devices to school.

As a school, we accept some parents/carers are concerned about safety to and from school and provide mobile phones for their children. If parents/carers do decide to provide a mobile phone for their children to use on the way to or from school, then the following expectations must be adhered to in accordance with our whole school Student Behaviour Education Policy:

- All phones and devices are to be switched off and placed in the student's bag before they enter school grounds.
- When students arrive on school grounds, they are to ensure phones are handed in at the front office for safe storage and collected at the end of the day.
- Teaching staff and Allied Professionals are not responsible for collecting or storing mobile phones and devices during the school day.
- The school has *no liability* should your child's mobile phone or device be lost, damaged or stolen; and
- All phones should have names printed clearly on them.

All communication between parents/carers and students during school hours, should occur via the school office. Students are permitted to wear smart watches, however these must be placed in 'aeroplane mode' so that phone calls and messages cannot be sent or received during the school day, this is inclusive of break times where students are not to check for any messages.

Nut Aware

Wellard Village Primary School is a Nut Aware School. We acknowledge that due to food processing practices it is impractical to eliminate nuts or nut products entirely from an environment where there is food. Therefore, we have opted to be 'Nut Aware' which means:

- We actively discourage sending nuts or nut products to school for your child's recess or lunch.
- Staff will supervise students eating at recess and lunch time.
- Students will be encouraged not to share food.
- Staff will participate in training for understanding and dealing with Anaphylaxis.
- All staff are made aware of specific students via their Medical Plans including photographs, emergency response planning and medication advice.

Please alert the school to any allergies that your child/children may have on enrolment so we can implement the appropriate plan to support them.

Out of School Hours Care- Big Childcare

Out of School Care services are provided by Big Childcare. Further information can be found on our school website. All enquiries should be directed to Big Childcare as these are arrangements external to the school. Issues related to Out of School Hours care will be referred to the providers in all cases.

Primary extension and challenge program (PEAC)

PEAC is an integral part of education for the academically gifted and talented in WA primary schools. The PEAC program provides opportunities for talented students in Years 5 and 6 to:

- socially interact with other gifted and talented children
- enjoy an intellectually rigorous and challenging program
- interact with practising experts
- develop higher order process skills and in-depth investigation skills
- work on open-ended activities which encourage choice and negotiation, and
- undergo self/peer evaluation and reflection of performance.

Selection for PEAC is conducted in Year 4 and is based on results from a state-wide testing process.

Parents whose children are nominated for PEAC courses receive notification of course outlines and a student nomination form on which they indicate their course choices in preferential order. These are returned to school and processed and forwarded to Regional PEAC organisers for final selection. Parents are then notified of their children's course details.

For further information please go to: http://www.southmetropeac.wa.edu.au/

Positive Behaviour Support

At Wellard Village Primary School, we utilise Positive Behaviour Support (PBS) to educate our students in our behavioural expectations. Our staff are committed to maintaining a positive school culture through the implementation of PBS. We aim to create a consistent approach to improve behaviour, teach social skills, and increase engagement with learning.

Positive Behaviour Support (PBS) is a whole school framework aimed at creating positive learning environments and improving the academic and behavioural outcomes of all students. This ensures all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. This is achieved by adopting proactive strategies and explicitly teaching clearly defined behavioural expectations.

Our PBS approach encompasses:

- positive behaviour strategies
- a consistent approach to positive behaviour expectations
- a common language and understanding of positive behaviour
- procedures for responding to behaviour errors, with a focus on re-teaching
- a system to identify when behaviour should be managed by the teacher or referred to school leaders
- the use of discipline data to help track progress, identify areas for intervention and track the effectiveness of interventions.

Our PBS expectations are:

- Be Courageous
- Be Compassionate
- Be Responsible

The outcomes of PBS:
Students know what is expected of them and they choose to do so because they:

- Are part of an inclusive learning community
- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline

- Instances of problem behaviour are opportunities to learn and practise pro-social behaviour
- Children learn through natural and logical consequences as opposed to punishment

Staff at Wellard Village explicitly teach expected behaviours with weekly lessons which have been developed by staff with guidance from the PBS committee. The focus of each week is publicised through Seesaw and visible on our Morning Circle Boards.

Positive reinforcement is a type of behaviour management that focuses on rewarding what is done well by students. The focus is less on reprimanding students for misbehaviour and more on rewarding good behaviour and accomplishments. Students at Wellard Village will be praised through process praise, where the child's demonstration of the behaviour is acknowledged by focusing on the action of the child, as opposed to just saying "well done or good work". Students also have positive behaviour reinforced through our reward system.

School Visitors

It is a Department of Education requirement that all visitors to the school sign in and out through the Administration Office. An identification pass will be issued clearly identifying you as a visitor. You are required to carry this with you whilst on the school grounds during school hours.

School Premises/ Vandalism

Children should only be on the school grounds out of school hours if they are under the direct supervision of a teacher or another adult who has been given approval to use the school. The assistance of parents is requested in helping to stop vandalism and theft at the school. If outside school hours, you see any suspicious behaviour in and around the school, please contact one of the numbers listed below.

No further action will need to be taken, as the person you contact will do whatever is necessary.
Police Communication: 131 444
Education Department Security: 9264 4771

Toys, Games, Sports Equipment

Students are not to bring their own toys, games, or sports equipment to school, as they can be damaged, misplaced or stolen.
An exception is where Kindergarten/Pre-Primary students are asked to bring toys or equipment for special reasons, e.g., class themes, student presentation, news.

Voluntary Contributions, Charges and Personal Items

The total amount of contributions parents and carers are asked to pay for students at Wellard Village Primary School is $60 per child, regardless of which class they are in. This amount is in line with the School Education Regulations 2000. The quality of our teaching and learning program will be maximised when each family makes its contribution to the cost of supplementing funding gained from other sources, including the State and Commonwealth Governments. It is vital that the parent community support our aim to provide a wide range of high-quality teaching and learning resources for our students.

Note: The cost of schooling, including instruction, administration and establishment and maintenance of buildings are met by government funding. The Education Act 1999 allows government school budgets to be supplemented by local fundraising and prescribed contributions and charges to further enhance the learning experiences of children.

Payment Methods for Voluntary Contributions

Parents can pay their Voluntary Contributions in the following ways:

1. Pay via Compass Pay – preferred method of payment.
2. Pay to the School Office at the beginning of the 2026 school year - EFTPOS.
3. Pay off over a period using a Progressive Payment Options Plan - this is also available via Compass Pay.

Options for payment:

Option 1 A single contribution of $60.00.
Option 2 Four equal contributions, each of $15.00 made in the first week of each term.
Option 3 Two payments, each of $30.00 made in the first week of each semester.

The voluntary contributions per child ($60.00) only equates to $1.50 per week over the course of the year.

Charges for extra cost optional components

Charges apply to extra, optional components of educational programs provided in Kindergarten to Year 6. Extra cost options are specific activities, services, or facilities that schools offer students to use or take part in. As parents choose for their child to participate in these activities, the associated charge must be paid. Students who do not participate will be provided with an appropriate educational activity.

CHARGES - definition

List of possible, but not limited to, Additional Cost Items for 2026

Charges

This term refers to the anticipated costs of extra activities throughout the school year such as camps/ incursions/excursions etc. Participation in extra activities that incur a charge is optional. Although parents can decide whether or not their child participates, these activities are incorporated into the educational program, and it is highly recommended that students *do* participate.

The items listed below are an indication of **approximate costs** parents could expect to pay for additional charge options for 2026, although organisers will aim for the cheapest possible cost. Your child may choose to become involved in additional activities throughout the year. These additional costs will be negotiated with parents if and when required.

CHARGES – EXTRA COST OPTIONS	K	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Excursions/Incursions per term	$50	$50	$50	$50	$50	$50	$50	$50
In term Swimming		$100	$100	$100	$100	$100	$100	$100
Interschool Sport and Travel per term			$40	$40	$40	$40	$40	$50
Big Days Out								$400
CHARGES – SPECIFIC PROGRAMS	**K**	**PP**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
PEAC						$300	$300	$300
SIMS Instrumental Music Hire						$125	$125	$125
OTHER ITEMS								
Graduation Activities/Expenses	These could vary depending on the type of activities chosen. These expenses will be approximately $60.00 per individual event (student cost). Other costs may be incurred for parent participation.							
School Photos	Expenses for photos depends on packages chosen but may range from $30 upwards.							
Lost/Damaged Library Books	Students who lose or damage school library books may be charged for the replacement cost. Each library book is accessioned and covered in plastic and usually costs more than when originally purchased. The fee incurred will used toward replacing the book and recouping the cost.							

Voluntary Contributions are endorsed by the School Board.
Extra Cost Option Charges are approximate only – organisers will aim for the cheapest possible cost

Items for personal use

The charge for personal use items will vary from student to student. Personal Use Items Lists will be distributed to each year level in Term Four of each year. Pre-ordering these items ensures your children have everything they require at the start of the school year. A copy of our Personal Use Items Lists are available on the school website.

All materials can be purchased through Campion. Whilst you are not obliged to use this supplier, by purchasing through the nominated supplier, the school's fundraising is assisted by way of commission. In addition, the supplies are pre-packed according to individual orders and the supplier provides a variety of delivery/collection options.

Personal Use Items are carefully selected by year level teachers to enable their program to run as planned. If purchasing items from an alternative supplier, please ensure they are as close to the listed product as possible.

Your child will need to have the listed materials each school day so it may be necessary to replace some items, such as pens or pencils, throughout the year.