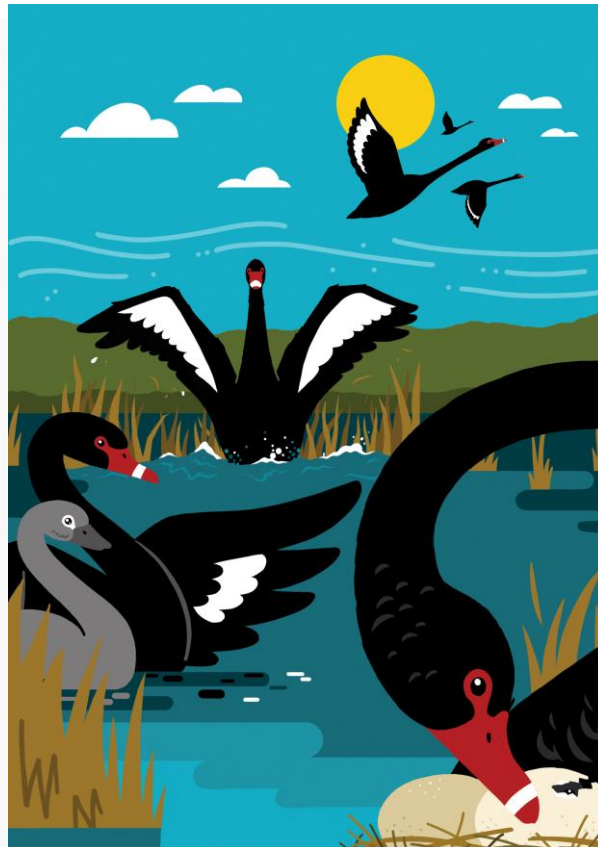


# Burrendah Primary School

*An Independent Public School*

## 2024

# Parent Information Booklet



### ***Welcome to Burrendah Primary School***

Burrendah PS enjoys a well-deserved reputation for being a high performing school that not only demonstrates academic excellence but also promotes a holistic approach to the development of each child, meeting educational, social and emotional needs. The 2022-2024 business plan incorporates our future direction and our school vision “Engaging and inspiring students to thrive as active global citizens”.

“Grow the Burrendah Way” underpins our Positive Behaviour Support Program reflecting our supportive learning environment, our strong work ethic and our desire to see our students achieve to the best of their ability. This is further supported by our Behaviour Expectations of Respect, Responsibility, Resilience and Reach. With a very professional and capable staff together with supportive parents/guardians we are well placed in our shared purpose.

For forty-seven years the Burrendah school community has enjoyed a close working relationship between staff and parents/guardians. Communication within our school community is very important and this online booklet is one way we can inform parents/guardians of matters relating to the school and your child’s education. You will find this booklet and other informative information on our newly updated website at [burrendahps.wa.edu.au](http://burrendahps.wa.edu.au) I encourage you to refer to the website throughout the school year. Please inform us if you find information missing from the website or needing updating.

Connect is a Department of Education online platform used to communicate with parents/guardians. Each classroom has a Connect page. All new families will receive an invitation to join our Connect community on enrolment of their child. Student Semester 1 and 2 reports are only available via Connect (except Semester 1 for Kindergarten where a printed report is provided).

You will also receive a fortnightly online parent newsletter. I encourage you to read this as it will keep you informed of school events, Parents & Citizens (P&C) and local community news. This newsletter is sent via email so please ensure we have an up to date and accurate email contact address.

There are many opportunities for parents/guardians to become involved in our school community. I would encourage you to attend the P&C meetings and hear how the parent community is working to support their school. The P&C meetings and events provide a forum and opportunity for parents/guardians and their families to get to know one another. As an Independent Public School, we have parent representation on our School Board. Parents/guardians are invited to ‘open meetings’ and encouraged to consider nominating for a position on the Board when there is a vacancy.

The teaching staff at Burrendah PS is aware of the importance of regular communication with parents/guardians. There will be formal opportunities throughout the school year for parents/guardians to attend the school and speak with teachers; however, teachers will communicate directly with parents/guardians should they have any concerns. Parents/guardians are asked to contact the class teachers should they wish to discuss any matters relating to their child’s academic achievement, social development or behaviour. Please contact the class teacher directly or leave a message at Reception. Mrs Kelly Lindley, Deputy Principal is also able to discuss any queries from Kindergarten to Year 3. Mr Phil Bradshaw, Associate Principal, can assist with Year 4 to Year 6 family queries. Obviously, the class teacher is the first person to contact but I wish to assure you that my door is always open and I am happy to speak with you. I value your feedback, involvement, and interest in our school.

*Sheri Evans*  
*Principal*

## The 2024 Public School Review

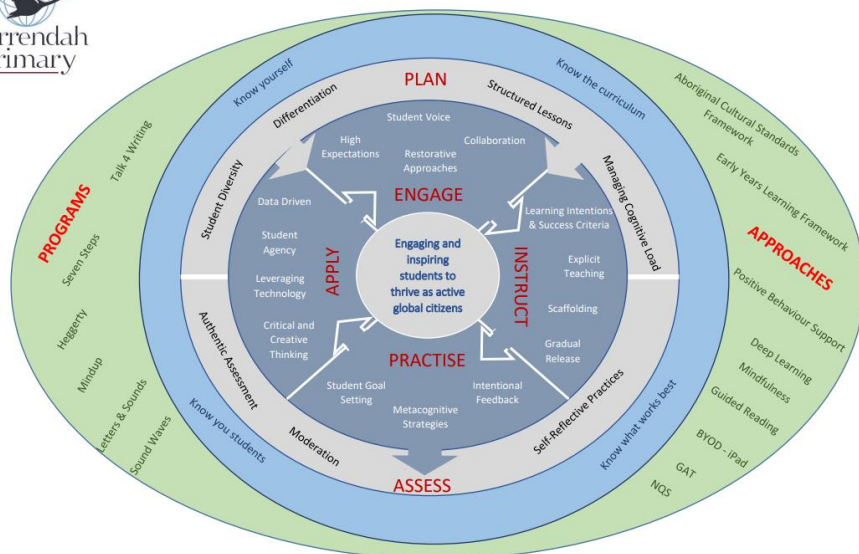
The Public School Review has provided recommendations all staff are expected to action. The reviewers will be returning in Term 1, 2024 to review the Quality Teaching Domain.

The following are PSR recommendations for Quality Teaching Domain that will be a focus for all teachers.

- Develop and enact an agreed evidence-based pedagogical framework across all classrooms. Use the Quality Teaching Strategy to articulate what good teaching practice looks like at Burrendah Primary School.
- Create a culture of collaboration between staff to utilise data to inform conversations about student wellbeing, achievement, and progress to target future classroom and cohort planning. This will require developing the data literacy of all teachers.
- Implement agreed research based whole-school programs with fidelity to maintain consistency and integrity across classrooms.

## Pedagogical Framework

A Pedagogical Framework was developed in 2023 to establish a whole school approach which builds collective efficacy and teacher clarity. Our Pedagogical Framework is based on the Departments – Teaching for Impact document, with identified focus areas based on Burrendah’s unique context and School Business Plan. This document aims to ensure the fidelity of approaches across the school and support staff in their implementation. To embed best teaching practice based on this model, the school has decided to give ownership and implementation of the Plan & Assess component to cohort leaders. Whereas the Teach – Instruct component, will be supported by trained instructional coaches using a dialogical approach based on The Impact Cycle (Jim Knight). This approach emphasises teachers’ shared expertise and working as a team to reflect on teaching practice as a professional.





Below are the agreed areas of focus 2022-24 Business Plan.

**Mental Health & Wellbeing** - Our aim is to be a safe, supportive, and inclusive community. Providing programs and opportunities to improve a student's sense of belonging and their skills in understanding themselves and others, managing relationships and problem solving. Staff will be supported with their own mental health and wellbeing.

**High Impact Teaching Strategies (HITS)** - Teachers will begin to implement High Impact Teaching Strategies (HITS) that research has shown to have the greatest impact on improving student's outcomes. This will involve professional learning based on need and collaborative support from peers.

**Deep Learning, Gifted & Talent Students & Curriculum Differentiation** - As a school we aim to engage our students as life-long learners and prepare them for the future work force. To achieve this vision, our intention is to focus on the pedagogical practice of deep learning, provide greater opportunities for gifted and talent students and accommodated individual learning needs through curriculum differentiation. Deep learning endeavours to engage students in authentic learning which relates to the real world. This approach embraces entrepreneurship, creativity and problem solving as opposed to just acquiring knowledge. To achieve this within the classroom environment, educationalist have highlighted the need to structure learning around the six global competencies of collaboration, communication, creativity, critical thinking, character, and citizenship to flourish in a complex and ever-changing world.

The Gifted and Talent program will be expanded through the early identification and additional pathways, so students reach their true potential and maintain engagement. Through curriculum differentiation we will continue to tailor our educational programs to meet the wide and varied learning needs of our students. This is an acknowledgement that our students are individuals and learn at their own rate and in their own way. This will also be address through a focus on six global competencies which cultivate a culture of student agency (student voice) and engage students in deep learning (in authentic /real ways).

**Mathematics – Problem Solving** Problem solving is a focus area which involves teachers posing challenging tasks and encouraging students to take risks in their learning, to justify their thinking, to make decisions, and to work with other students.

**Aboriginal Cultural Standards** - We aim to embed The Aboriginal Cultural Standards Framework into teaching and learning programmes, ensuring students have the opportunity to experience Aboriginal culture and perspective across the curriculum.

**Oral Language Program** - Burrendah Primary School engages young learners in an intense and explicit synthetic phonics program that fosters oral language development. We move strategically through the program building on prior knowledge that develops and enhances our young learners' awareness of sounds orally, thus developing lifelong language and literacy skills.

**ICT (Information Communication Technologies) Capabilities** - With the introduction of iPads as our sole device, the school will provide ongoing professional learning and collegiate support for teachers to develop their confidence in the effective use of digital technologies in the classroom and for remote learning. This will in turn have a direct impact on student's ICT capabilities and ability to use iPads to enhance their own learning.

**Community** - Re-engage the school community after the COVID19 pandemic. Support the school community in remote learning where required. Increase communication between families and the school using online platforms such as Connect.

## TABLE OF CONTENTS

<b>Welcome to Burrendah Primary School</b>	<b>2</b>
<b>Public School Review and Pedagogical Framework</b>	<b>3</b>
<b>Business Plan 2022-2024</b>	<b>4</b>
<b>2024 Administration Team and School Staff</b>	<b>8</b>
<b>2024 Class Structure</b>	<b>9</b>
Class Placement	9
<b>School Song</b>	<b>11</b>
<b>School Operations</b>	<b>12</b>
School Terms	12
School Development Days (Student Free Days)	12
Parent Interviews	12
Daily Siren Times	12
Preparing for The School Day	13
Drop Off and Pick Up	13
Leaving the School During the School Day	13
Classroom Access	14
Custody	14
School Records	14
Absences from School	14
Morning Tea/Lunches	14
Crunch and Sip	14
Canteen	15
Money Collection	15
Excursions	15
In-School Activities	15
In Term Swimming Lessons	15
Year 6 Camp	16
Positive Behaviour Support (PBS)	16
<b>Student Requirements and Responsibilities</b>	<b>18</b>
Voluntary Contributions	18
Charges	18
Dress Code	18
Sun Safe	18
School Uniforms	18
Pre-loved Uniforms	19
Faction Shirts	19
Toys/Personal Belongings	19
Mobile Phones	19

Internet Safety	19	
BYOD	19	
Homework Policy	19	
<b>Student Health and Welfare</b>		<b>20</b>
Illness at School	20	
Allergies	20	
Red Light Foods	21	
Birthday Cakes	21	
Infectious Diseases	21	
Medication	23	
School Nurse	23	
Red Duty Vest	23	
Immunisation	24	
Head Lice	24	
<b>Student Services</b>		<b>24</b>
School Psychologist	24	
Students at Educational Risk (SAER) Co-ordinator	25	
School Chaplain	25	
Dental Therapy Clinic	25	
Insurance	25	
<b>Student Learning Programmes and Activities</b>		<b>25</b>
Edu Dance and Social Dance	26	
EAL/D – English is an Additional Language/Dialect	26	
Specialist Areas	27	
Student Leadership	27	
<b>School Facilities and Grounds</b>		<b>27</b>
School Premises	27	
Outside School Hours Care (OSHC)	27	
Deed of Licence	28	
Lost Property	28	
Parent Parking	28	
Speed Restrictions	28	
Animals at School	28	
<b>Communication</b>		<b>29</b>
School Web Page	29	
Newsletters	29	
Assemblies / Open Classroom	30	
Acknowledgement to Country	30	
Award Assemblies	30	
Reporting to Parents	30	
Connect	30	

Parent Involvement	31
Parent/Guardian Helpers – Confidential Declarations	32
Working with Children Check (WWCC)	32
<b>History of Faction Names</b>	<b>32</b>
<b>How Parents/Guardians Can Support Their Child’s Education - Attachment #1</b>	<b>34</b>
<b>Talking to My School - Attachment #2</b>	<b>35</b>
<b>School Map (not to scale) – Attachment #3</b>	<b>37</b>
<b>Staff &amp; Class Structure 2024 – Attachment #4</b>	<b>38</b>
<b>2024 Voluntary Contributions &amp; Charges – Attachment #5</b>	<b>39</b>
<b>PBS Lesson Order - Attachment #6</b>	<b>40</b>
<b>Connect and Respect Expectations - Attachment #7</b>	<b>41</b>
<b>Connect and Respect Engagement - Attachment #8</b>	<b>42</b>
<b>Parent and Child Declaration Form – Attachment #9</b>	<b>44</b>



## Staffing

### 2024 Administration Team

Principal	Sheri Evans
Associate Principal	Philip Bradshaw
Deputy Principal	Kelly Lindley

### 2024 School Support Staff

Manager Corporate Services	Annie Leece
School Officer	Julie Scaramella
	Olivia Hankinson

### Classroom Teachers

Deborah Chow	Sanny Chong	Alaina Downing	Jane Earnshaw
Alastair Evans	Phil Gardin	Amy Gatchell	Meghan Griffiths
Kate Guilfoyle	Merrila Harries	Will Heron	Tom Huddleston
Nicole King	Ashleigh McClung	Deb McGrath	Michele Marlow
Annette Martin	Jaimie Morley	Trish Paxton	Kate Read
Deb Richardson	Kylie Stone	Chelsea Sutherland	Jen Tom
Laura Vogels	Natalie Watters	Stephanie Webster	

### Specialist Teachers

Janine Bain – Junior PE	Jenny Coleman – Music
Aaron Vinci – Senior PE	Sherryl Crouch – Science
Kate French – Visual Art	Bronwynne Jones – LOTE, Italian
Geoff Miller – School Psychologist	Deborah Taylor – Junior DOTT

### EAL/D Team

Beatriz Clark	Gail Nichols
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### SAER Team

Kelly Lindley – Deputy Principal, SAER	
Gail Nichols – Literacy Support	Jaimie Morley- SAER support
Deb Richardson – Learning Support Co-ordinator/Autism	

### Education Assistants

Sheldan Adam - MS	Swee Kee Cheah – EALD	Alison Corbitt – SN	Sonal Gupta – MS
Su Lin Leong – MS	Lee Tee Lim – EALD	Chris McNess – SN	Yumi Sales – MS
Melissa Street – MS			

NB: SN = Special Needs, MS = Mainstream, EALD = English as an Additional Language or Dialect



**Librarian**

Heather Whitwell

**Groundsperson**

Ruth Jones

**Cleaners**

Cherie Read – CIC (am)

Sanabat Insor (am)

Kazanori Yamamoto (am)

Sanabat Insor – CIC (pm)

Indu Nawalage (am & pm)

Caitlin Clancy (pm)

NB: CIC = Cleaner in Charge

**Chaplain**

Louise Parish

<b>CLASSROOM STRUCTURE 2024</b>			
Room 2	Year 6	Room 16b	Year 1
Room 3	Year 6	Room 17	Year 1/2
Room 4	Year 6	Room 18	Year 2
Room 5	Year 5 / 6	Room 19	Year 2
Room 6	Year 5	Room 22	Year 2
Room 7	Year 5	Room 23	Year 3
Room 10	Year 5	Room 24	Year 4
Room 11	Year 5	Room 25	Year 4
Room 13	Kindy	Room 26	Year 4
Room 14	Pre-primary	Room 27	Year 3
Room 15	Pre-primary/Year 1	Room 28	Year 3
Room 16a	Year 1		

**Class Placement**

Burrendah PS has a procedure in place for allocating students to classes each year. In making a decision, our Leadership Team and teaching staff make a professional judgment that acknowledges the overall academic, social, emotional, psychological and physical well-being of every student. Although class placements can be a sensitive issue, the interests of all children are paramount to the decisions made by the school. Burrendah Primary School staff are committed to meeting the educational needs of all students. A great deal of thought and planning goes into the placement of every child. The Principal is responsible for the final decision on class structures and student placement.

Factors influencing how classes are structured are: The educational needs of the students; the anticipated number of students in each year level; projected enrolments during the year based on past trends; the number of teachers employed at the school; and available resources and facilities.

Factors which are considered in the placement of students include: academic performance; work habits, such as ability to work independently; behaviour; gender; siblings; twins; social network, social maturity and historical data such as previous split year level class.

Parent/guardian input regarding their child's educational needs will be considered if they meet the factors listed above. Requests in relation to choice of teacher will not be considered as a placement factor. Whilst parent/guardian input is considered, this does not guarantee a request for a child's class placement from parent/guardians can be met.

The Principal will invite parents/guardians to submit in writing their request for their child's class placement early November, the year prior through Connect and the school newsletter. Parent/guardian input needs to be provided by the date requested. The Principal will provide a written response to parent/guardian input by the end of the school year.

Due to the unpredictability of enrolments at Burrendah Primary School in the week before students starting back at school, the school does not provide class placement lists in the preceding year. **Class lists will be available to view on boards on the verandah between the School Hall and the Administration building from 1:00-3:00pm on Tuesday 30<sup>th</sup> January, 2024.** Photographs of these lists must not be taken due to privacy reasons. Pre Primary to Year 6 class lists will also be displayed in the undercover area and on classroom doors by 8:15am on Wednesday 31<sup>st</sup> January, 2024 when students commence their 2024 school year. Please note class structures or teacher allocation may need to change if we have increased or decreased enrolments either prior of after the commencement of the school year.

Our updated Class Placement Policy and FAQ is available on our school website under the Policy tab.

Our school song was written by students, and the original score was composed by music teacher, Kate Graham (past teacher).

We sing this song at every assembly and we encourage parents/guardians to join us.

A version of this song is on our website sung by the choir (in 2017).  
Select Curriculum/Music/Burrendah School Song Music

### **Together**

Many cultures, one voice  
All together we have a choice  
We join as one hand in hand  
To become friends and understand

We stand together to achieve  
Side by side we all believe  
We are the home of the nesting swan  
And all together we belong

Encourage, Endeavour and Excel  
We all have a story to tell  
United in our diversity  
We are a strong community

We stand together to achieve  
Side by side we all believe  
We are the home of the nesting swan  
And all together we belong

We stand together to achieve  
Side by side we all believe  
We are the home of the nesting swan  
And all together we belong

We are the home of the nesting swan  
And all together we belong.

## SCHOOL OPERATIONS

### 2024 School Terms

*\*Kindergarten students commence a full day program as of their first rostered day.*

Term 1	School Development Day - Staff Resume	Monday 29 <sup>th</sup> January 2024
	School Development Day	Tuesday 30 <sup>th</sup> January 2024
	Students Resume	Wednesday 31 <sup>st</sup> January 2024
	Labour Day Public Holiday	Monday 4 <sup>th</sup> March 2024
	Term 1 Finishes	Thursday 28 <sup>th</sup> March 2024
Term 2	Students Resume	Monday 15 <sup>th</sup> April 2024
	ANZAC Day Public Holiday	Thursday 25 <sup>th</sup> April 2024
	School Development Day	Friday 26 <sup>th</sup> April
	Western Australia Day Public Holiday	Monday 3 <sup>rd</sup> June 2024
	Term 2 Finishes	Friday 28 <sup>th</sup> June 2024
Term 3	School Development Day - Staff Resume	Monday 15 <sup>th</sup> July 2024
	Students Resume	Tuesday 16 <sup>th</sup> July 2024
	Term 3 Finishes	Friday 20 <sup>th</sup> September 2024
Term 4	School Development Day - Staff Resume	Monday 7 <sup>th</sup> October 2024
	Students Resume	Tuesday 8 <sup>th</sup> October 2024
	Term 4 Finishes for Staff and Students	Thursday 12 <sup>th</sup> December 2024
	School Development Day – Staff trade off	Friday 13 <sup>th</sup> December 2024

### Parent Interviews

1/2-day school closure Wednesday 26<sup>th</sup> June from 12:00 noon.

Special school events and happenings are contained in our 'calendar' on our school website and attached to the newsletter at the beginning of each term.

### Daily Siren Times

School officially commences at 8.45am. Students arriving after 9:00am will require a QR code slip available via Reception.

8:45am	-	9:40am	Session One
9:40am	-	10:35am	Session Two
10:35am	-	10:55am	Morning Recess
10:55am	-	11:50am	Session Three
11:50am	-	12:45pm	Session Four
12:45pm	-	1:05pm	Lunch Eating
1:05pm	-	1:30pm	Lunch Break
1:30pm	-	2:25pm	Session Five
2:25pm	-	3:00pm	Home Room
3:00pm			School Finishes



### **Preparing for the School Day**

Teachers are in classrooms by 8:30am for final preparation, greeting children, money collections etc. This time is important for the efficient start of a teaching day.

Punctuality is an important life-skill; it is of great benefit for children to arrive at school in suitable time to prepare themselves and their equipment for the day's activities. Administration is on duty in the Undercover Area from 8:15am to supervise students without an adult. Parents/guardians are asked to support the school by not sending their children to school before this time unless on an organised school or community activity such as choir, instrumental music, sport.

Students are encouraged to enter the room at 8:30am and prepare for the day independently. Please don't hesitate to ask the teacher for an appointment time if you wish to see a teacher before school.

### **Drop off and Pick Up**

We request that all students from Pre-primary to Year 6 who arrive at school before 8:30 am wait in the undercover area until a handbell rings. Students with their parent/guardian can wait outside the classroom under the supervision of their parent/guardian.

Only kindergarten students can play on the playground equipment (in the kindergarten area) before school. Please ensure the gate from the carpark to the early childhood area is not propped open and remains closed after entering or exiting the school at all times.

At the end of the day students are asked to leave school promptly if walking or riding their bike. To ensure your child's safety please pick your children up on time, notifying Reception if you are unexpectedly detained. Parents/guardians must inform class teachers if they are requesting someone else to pick up their child from Kindergarten and Pre-primary. If any child in the school has not been picked up by 3:15pm they will be taken to Reception and their parent/guardian will be telephoned. Parents/guardians and students are requested to vacate the school grounds by 3:30pm as Reception closes at 3:15pm (unless participating in a school or community activity). The ECE carpark is out of bounds for all students, Willetton Senior High School (WSHS) students are asked to wait outside the school gates at the new front entrance to collect a sibling unless the high school student is in the company of their parent/guardian or they are picking up a sibling in Cygnet Block.

Students from Kindergarten to Year 2 can play in the ECE playground in Cygnet Block from 3:00-3:30pm under the supervision of their parent/guardian (not WSHS sibling). Parent/guardians are asked to move to the grassed area and do not wait on the verandah as teachers may still be working in classrooms and require outside noise to be at a minimum. Please do not use the equipment that has been placed away (in large black boxes) as this equipment is for during school hours. Students from Kindergarten to Year 6 can play in the Nature Playground after school while under the supervision of an adult from 3:00pm-3:30pm.

### **Leaving the School During the School Day**

If a student is to be absent from school for part of the day, a 'Student Leave Pass' must be issued from Reception. Parents/guardians will need to electronically sign the student out. Students will be called from their classroom by Reception. The leave pass must be carried by the student whilst they are away from the school site.

Students leaving on a weekly basis for educational reasons such as PEAC can be covered by one written explanation and leave pass *per term*, however it is still a requirement for parents/guardians or designated adult to electronically sign in and sign out the student each day. Our upper primary school students are able to do this process if attending Willetton SHS for lessons prior to coming to Burrendah PS.

### **Classroom Access**

Throughout the school day parents/guardians **must** come through Reception and 'sign in' before going to classrooms. Parents/guardians are asked not to go directly to the classrooms for any reason to avoid disrupting the learning program and to ensure the security of classrooms. There is an electronic sign-in machine that is used to record all adults in the school. Students are to use this machine to sign in and out of the school if the school day has commenced. The QR code will last for the 2024 school year.

### **Custody**

Parents/guardians who have **custody papers or court orders should provide copies for the school**. The class teacher and School Administration should be aware of any custody issues from Day One of the school year. All students have access to their parents/guardians via Reception unless court orders are in place and the school has a copy of these. Please speak to the Principal if there is an issue.

### **School Records**

It is of the utmost importance that the information supplied when a child is first enrolled is kept up to date. The school should be informed **immediately** of any changes in employment, address, telephone numbers, email address or emergency contacts. In the case of illness or emergency, unnecessary delays can be avoided when accurate information is on file. Yearly requests are sent home to remind parents/guardians to supply up-to-date information.

This is particularly important as we have moved to the electronic dissemination of information to parents/guardians via Connect, email and SMS. School funding is linked to enrolment characteristics so please ensure we have the most accurate information on our data basis.

### **Absences from School Read From Here**

A written explanation is required under the School Education Act for every absence from school. Electronic notes are saved on the Department of Education school server. Parents/guardians may notify the school via Connect, email the school at [burrendah.ps@education.wa.edu.au](mailto:burrendah.ps@education.wa.edu.au) or text the school on **0417 975 162** to inform the school of any absences. Please note: notification of absences for holiday reasons must be addressed to the Principal. These absences will not be approved leave as it is very important for children to attend school regularly.

**Please note: a child who has a 90% attendance rate and misses school 5 days each term will complete their 12 years of schooling having missed over a year of school.**

### **Morning Tea/Lunches**

Please ensure your child has a morning tea and it is sufficient to sustain them to 12:45pm. Children cannot concentrate on their learning if they are hungry.

### **Crunch & Sip**

Children have Crunch and Sip between recess and lunch. This is where a child brings a piece of fruit or vegetable to eat (non-sharing) and has water to drink (from their water bottle). This includes Kindergarten and Pre-primary students.

The school endorses the Department's Healthy Eating Policy and we ask parents/guardians to ensure the morning tea you provide is healthy and has a minimal amount of processed packaged foods. Parents/guardians are encouraged to include fruit and vegetables in their children's lunch boxes. Lollies and chocolates are not appropriate for school lunch boxes. Nuts or nut pastes are not recommended for inclusion in school lunch boxes due to some of our students having life threatening allergies. (See also section on "Allergies" page 20).

**If parents/guardians need to bring their child's lunch to school, please go directly to Reception and your child will be contacted to collect their lunch from Reception.**

A goal of Burrendah Primary School is to reduce the amount of waste going to landfill. The school community can support this by providing wrapper-free recess and lunch. Packing lunches in reusable containers will reduce waste. Please name containers with your child's name.

### **Canteen**

The canteen will be open one day a week on a Wednesday. Lunch orders are due Tuesday morning at the canteen between 8:15-8:45am only. The canteen is operated by the Willetton SHS canteen group. Our P & C organise the canteen. Canteen menus are available on the school website. The Burrendah P & C usually organise a special lunch once a term. Details of these special lunch events will be published in the school newsletter.

### **Money Collection**

In order to assist staff in the collection of money for excursions, in-school activities etc., parents/guardians are asked to ensure:

- ✓ All monies for event or excursion charges are to be paid by the due date. If you wish to set up a payment plan due to extenuating circumstances, please contact the Manager Corporate Services to discuss this option.
- ✓ Correct change is placed in a sealed envelope marked with the student name, class and the activity being undertaken.
- ✓ Unless specifically requested to do so, parents/guardians and students should not pay cash directly to Reception.
- ✓ Credit card facilities are available for larger payments through Reception.

### **Excursions**

Throughout the year, excursions may be arranged to support the long term goals of the school and classroom learning programs. When it is necessary to travel, a note will be issued detailing the date, venue, purpose, mode of transport and cost. It will also include a student update form and permission slip, which must be signed by a parent/guardian and returned for each participant. The note must be signed and returned by the due date if the child is to attend.

Only in the event of an unavoidable absence will **partial** refunds be made and only upon receipt of a written letter of explanation from the parents/guardians. Buses and venues are usually booked according to the number of students attending so if your child indicated they will attend but is absent on the day, costs for the school remain the same. Wearing of full school uniform is considered essential for students representing the school and going on school outings.

### **In-School Activities**

Sometimes, learning outcomes can be achieved for less cost by having a performance, demonstration or display brought to the school. Parents/guardians will be informed about details and costs.

### **In Term Swimming Lessons**

Students have the opportunity to participate in in term swimming lessons. These will be held in Term 1 and Term 3. Payment for Term 1 lessons will be in Term 4 of 2023 for existing parents and the first day of Term 1 for new enrolments. The cost is \$8:00 per day. Term 1 swimming lessons will commence on the second day of Term 1 for most of the school. This includes the students in the classes with P/1, Year 1, Year 2, Year 4, and Year 6 students. As school commences on a Wednesday,



we have swimming lessons starting on Thursday 1<sup>st</sup> February, 2024, giving 7 lessons for this group of students at a cost of \$56:00. The students in the straight Pre-primary class, Year 3 and Year 5 including the Year 5/6 class will be attending in Term 3. They will have 10 lessons at a cost of \$80:00. Payment for Term 1 is made to Reception.

### **Year 6 Camp**

In 2024 our Year 6 students will have the opportunity to attend a three-day camp at Point Walter in Term 2 (Mon 22<sup>nd</sup> April to Wed 24<sup>th</sup> April) to build relationships and foster self-development and leadership skills.

### **Positive Behaviour Support (PBS)**



PBS underpins the School Behaviour Policy. As part of PBS, whole school behaviours are taught to students through explicit teaching and modelling known as “Grow the Burrendah Way”. PBS lessons are taught in all classrooms from Kindergarten to Year 6.

Positive Behaviour Support is a Framework that uses instructional and behavioural practices to improve student academic and behaviour outcomes. Our PBS Framework focuses on positively reinforcing Burrendah Primary School’s Behaviour Expectations of Respect, Responsibility, Resilience and Reach. Parents/guardians are asked to reinforce our Behaviour Expectations (see Attachment 6 for a yearly lesson planner). Class and Specialist teachers award Grow the Burrendah Way certificates throughout the week to students who demonstrate behaviours in the behaviour matrix. The GROW award earns a point that goes towards faction points. At the end of the term the faction with the most points earns a faction reward for re-Primary - Year 6 students.



 **AWARD**

## GROW the Burrendah way

NAME: .....

**RESPECT**  
We show respect by being kind and caring

**RESPONSIBILITY**  
We show responsibility by doing the right thing

**RESILIENCE**  
We show resilience by bouncing back and trying again

**REACH**  
We show reach by aiming high

**CANNING**     **MOREAU**

**GWAI**         **NAIRN**

SIGNATURE ..... DATE .....



### Burrendah Primary School Behaviour Matrix

Definitions	GROW THE BURRENDAH WAY			
	RESPECT <i>We show respect by being kind and caring.</i>	RESPONSIBILITY <i>We show responsibility by doing the right thing.</i>	RESILIENCE <i>We show resilience by bouncing back and trying again.</i>	REACH for our best <i>We show reach by aiming high.</i>
<b>Everywhere Every time</b>	<input type="checkbox"/> Show pride in our school <input type="checkbox"/> Look after all property <input type="checkbox"/> Recognise others' choice and opinions <input type="checkbox"/> Be mindful of others	<input type="checkbox"/> Own our actions <input type="checkbox"/> Notify teachers if there is a problem <input type="checkbox"/> Wear our school uniform <input type="checkbox"/> Be punctual	<input type="checkbox"/> Recognise the achievements of others <input type="checkbox"/> Be optimistic <input type="checkbox"/> Persevere <input type="checkbox"/> Accept decisions <input type="checkbox"/> Respond to outcomes appropriately <input type="checkbox"/> Be tolerant	<input type="checkbox"/> Encourage others <input type="checkbox"/> Work hard to improve <input type="checkbox"/> Show initiative <input type="checkbox"/> Give our best effort
<b>Inside</b>	<input type="checkbox"/> Use our manners	<input type="checkbox"/> Follow classroom expectations <input type="checkbox"/> Be organised <input type="checkbox"/> Follow toilet procedures	<input type="checkbox"/> Accept constructive feedback <input type="checkbox"/> Learn from our mistakes	<input type="checkbox"/> Set goals <input type="checkbox"/> Take pride in our work <input type="checkbox"/> Stay on task
<b>Outside</b>	<input type="checkbox"/> Walk and line up quietly around the school <input type="checkbox"/> Show sportsmanship <input type="checkbox"/> Include others during play time	<input type="checkbox"/> Be environmentally conscious <input type="checkbox"/> Use play equipment sensibly <input type="checkbox"/> Walk on pathways <input type="checkbox"/> Follow eating expectations <input type="checkbox"/> Follow before and after school expectations	<input type="checkbox"/> Attempt to solve problems on our own first <input type="checkbox"/> Follow game expectations	<input type="checkbox"/> Cooperate and collaborate with others

## STUDENT REQUIREMENTS AND RESPONSIBILITIES

### Voluntary Contributions

The voluntary contributions are as follows:

\$60.00 for each Kindergarten child.

\$60.00 for one child—PP through to Year 6

\$120.00 for two or more children—PP through to Year 6

These amounts are in line with the amount allowed under the Education Act.

### Charges

For students accessing optional components of educational programs, additional costs may be involved, for example Athletics and Reading Eggs. Participation in programs may be dependent on payment being received. The cost listed in the School Contributions and Charges 2024 is the **maximum** estimate for the activity specified—see Attachment 5. Parents/guardians are asked to speak to the Manager Corporate Services should they be experiencing financial difficulty preventing their children participating in school events. Payment plans can be established.

From 2024 Athletics and Reading Eggs apps require payment before students can access them. There will be a limit on the number of licenses available.

Students will not be able to attend additional programs if they have not paid the required amount unless prior arrangements have been made with the Administration.

### Dress Code

All students are required to adhere to the Department of Education *Dress Requirements for Students* policy. The Burrendah Primary School Board supports a strict dress code, and there is an expectation that students will wear the school uniform, including a uniform hat. Caps are no longer appropriate headwear at our school.

### Sun Safe

Burrendah PS became a SunSmart school in 2021. In the interests of children's well-being, health and safety **hats should be worn during all outside activities in the sun.** The 'SunSmart' policy means that children are required to play under a covered area if they do not wear a suitable hat, for example, in the undercover area, Karrakin Block, Nature Playground, verandah or for early childhood students, under the shade in the sandpit. Students are encouraged to wear sunscreen and hats during recess, lunch breaks and sports sessions. Sunscreen will be available in classrooms for students to access.

### School Uniforms

The wearing of school uniforms does much to establish a positive tone within our school and encourages a sense of pride in Burrendah Primary School when groups are visiting other venues.

The following items are the school uniform for Burrendah Primary School.

Boys:	Summer:	Navy blue shorts, uniform polo shirt, school hat
	Winter:	Navy blue shorts, long pants, uniform polo shirt, school winter jackets (2 styles), school hat
Girls:	Summer:	Navy blue shorts, skorts or skirts, uniform polo shirt, uniform dress, school hat
	Winter:	Navy blue shorts, long pants, uniform polo shirt, school winter jacket (2 styles), school hat

**Please ensure all clothing items are clearly named to avoid loss and mistaken ownership.**

- Uniforms are available from Uniform Concepts (Nell Gray), 30 Kembla Way, Willetton.
- Please ensure your child has a clearly named uniform hat or a plain broad brimmed navy hat.
- Long hair, for both girls and boys, is to be tied back for safety reasons and to prevent the spread of lice.
- Children attending school excursions and activities are expected to wear full school uniform.
- No costume jewellery is to be worn. Sleepers or studs are the only earrings to be worn.
- Parents/guardians may be contacted regarding clothing considered inappropriate for school. Denim jeans or denim shorts may not be worn to school unless prior permission is given by the Principal, e.g. free dress day. All footwear must be secured on the feet. No thongs or thong type sandals are permitted for safety reasons. Footwear should be suitable for daily physical activity.

### **Pre-loved Uniforms**

The Burrendah P&C Association operate a pre-loved Uniform Shop by appointment. Contact Reception for a mobile phone contact number. If you would like to donate, please place any items in the labelled green container in the Cygnet Block Wet Area. Please note that pre-loved items are sold as is, for a minimum price. Any repairs needed are the responsibility of whom ever purchases the item. Uniforms that remain in the lost property tub will be donated to the pre-loved Uniform Shop each fortnight.

### **Faction Shirts**

Students are encouraged to wear their faction shirts for school faction events such as swimming and in school athletics carnivals, faction assemblies and on the days of their physical education lessons.

The “House Factions” are Canning (yellow), Gwai (red), Moreau (green) and Nairn (blue). If you don't know what faction your child has been allocated to please enquire at Reception or speak to your class teacher.

### **Toys/Personal Belongings**

Parents/guardians are asked **not** to send toys or any item that can be traded such as collectable cards or spinners to school. Loss, damage or theft of toys causes distress. The school does not accept responsibility for toys or personal belongings at school.

If toys are required for news telling they must be left with the class teacher during the day.

### **Mobile Phones**

The [Student Mobile Phones in Public Schools policy](#)<sup>1</sup> bans students from using mobile phones from the time they enter school grounds to the conclusion of the school day. If mobile phones are sent to school, it should be understood the school takes **no responsibility** for lost, stolen or damaged phones. All mobile phones are to be handed into Reception for the duration of the school day. Mobile phones must **not** be left in school bags. It is the responsibility of the child to pick up the phone from Reception at the end of the day. Children have access to the school phone should they need to contact parents/guardians in an emergency. Mobile phones are to be turned off while on school grounds. Smart watches need to be on aeroplane mode while the student is on school grounds.

### **Internet Safety**

The Internet is an exciting and powerful tool for students to research information for both academic assignments and their own personal interests. In addition to this, students have the opportunity to collaborate and communicate with their peers across and beyond the school.



As part of our curriculum, students have controlled access to the Internet and learn how to use libraries, databases, and information sources on a wide variety of topics. We recognise that some inappropriate material on the Internet may be accessed intentionally or by accident, even though the school has Internet filtering in place. We teach students the importance of responsible use of the Web and E-mail, as well as providing basic rules to maintain the privacy of students. At all times, students must agree to the ICT Acceptable Use Agreement Policy which can be found on the school website in our Policies section. There is a Kindergarten – Year 1, Year 2 - 3 and a Year 4 – Year 6 Student Code of Internet Conduct.

Parents/guardians are reminded of the need to monitor very closely their child's use of the Internet and social media outside of the school. It is expected that the appropriate use of mobile devices is always used, regardless of venue.

A mandated requirement from the Department of Education requires Third Party Services/applications levels of parental permission. This information will be gathered/updated using an online MS Forms questionnaire in Term 1 each year. Your assistance in completing the permission form for new enrolments or updating information for existing families as new apps are introduced will be appreciated. Students will not be able to use an iPad until this information has been received each year.

### **Bring Your Own Device Program (BYOD)**

Burrendah PS has a Bring Your Own Device Program (BYOD) with Year 4 to Year 6 students using iPads. More information about BYOD is available on our school website under the Community tab.

### **Homework Policy**

A copy of the homework policy for Pre-primary to Year 6 including year level guidelines is available on our website. Any questions relating to homework should be directed to classroom teachers. Class teachers will explain their homework routines and expectations at the beginning of the year.

## **STUDENT HEALTH AND WELFARE**

### ***Illness at School***

***If a child is ill—they should not be at school.*** Illness spreads very quickly in a school environment. It is particularly important that if a child has a cough or has experienced fever or diarrhoea/vomiting (within the last 24 hours) they **must not** attend school. Please advise Reception should your child be diagnosed with a notifiable disease. Your doctor should inform you if this is the case.

In the case of onset of illness or injury during the school day, parents/guardians or the emergency contact will be phoned and must assume responsibility for their unwell child. **The need for an emergency contact is essential to avoid unnecessary distress to your child.**

The school will act in the best interests of the child. If contact cannot be made with a parent/caregiver this may require a visit to a local doctor or hospital. In all cases, the parent/caregiver will be liable for expenses incurred. In the event of a serious injury or emergency, students may be placed in an ambulance and transported to hospital. Parents/guardians will be liable for costs incurred by their child and are encouraged to belong to an ambulance fund.



## Allergies

*What are allergies?*

An allergy is when the immune system reacts to substances (allergens) in the environment that are usually harmless (e.g. food proteins, pollen, dust mites).

*What is anaphylaxis?*

Anaphylaxis is a severe, often rapidly progressive allergic reaction that is potentially life threatening.

*What causes anaphylaxis?*

Anaphylaxis is most commonly caused by food allergies. Any food can cause an allergic reaction, however, nine foods cause 90% of reactions in Australia, these are:

- peanuts
- tree nuts (e.g. hazelnuts, cashews, almonds)
- egg
- cow's milk
- wheat
- soybean
- fish
- shellfish
- sesame

Other causes of anaphylaxis include:

- insect stings and bites
- medications
- latex

An issue of increasing concern is the prevalence of students with a severe allergy to nuts and nut-based products; in particular, peanuts. Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. We have a duty of care to provide, as much as is possible, a safe environment for all children. The whole school community needs to be aware of the danger presented by peanuts and nut products. As a result, parents/guardians are asked to avoid sending with their children, any food containing peanuts, nut-based spreads or nut-based products. Please also be mindful of the ingredients used in birthday cakes, or other occasions when 'special' food is brought to school. All members of the school community have an obligation to do everything possible to ensure the minimisation of risk to all students.

## Red Light Foods

Department of Education policy does not permit "red light foods". **Staff are not able to distribute any lollies; chocolates or potato chips to students for any reason.**

## Birthday Cakes

Parents/guardians are not to send red light food instead of a birthday cake for their children. Be aware of all food allergies when a birthday cake is sent to school. Birthday cakes should have minimum icing. Quelch icy poles are an alternative to birthday cakes. See the WA Canteen Association for more information: <https://www.waschoolcanteens.org.au/>

## Infectious Diseases

The exclusion period as stated in health regulations is set out below for your information.

**COVID-19- Refer to [COVID-19 \(coronavirus\) \(healthywa.wa.gov.au\)](https://www.health.wa.gov.au)**

***Chicken Pox***

Exclude for at least five days after vesicles (rash) appear and until vesicles have formed crusts. Note that crusts alone do not warrant exclusion.

***Conjunctivitis***

Exclude until discharge from eyes has ceased.

***Diarrhoea***

Exclude until 24 hours after diarrhoea has ceased.

***Cryptosporidiosis***

Exclude until 24 hours after diarrhoea has ceased. Cases should avoid using public swimming pools for two weeks after diarrhoea has ceased.

***Hand, foot and mouth disease (various Enteroviruses, mostly Coxsackievirus)***

Exclude until vesicles have formed crusts that are dry.

***Hepatitis A***

Exclude for at least one week after onset of jaundice or two weeks after onset of symptoms (if not jaundiced). Extra exclusion may apply for high-risk groups, refer to Reception. **There is no exclusion for Hepatitis B or C.**

***Herpes simplex 1 (cold sores)***

Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g., because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing where possible.

***Impetigo (school sores)***

Exclude for 24 hours after antibiotic treatment commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressing. Young children unable to comply with good hygiene practices should be excluded until the sores are dry.

***Influenza-like Illnesses***

Exclude until symptoms resolved.

***Measles***

Exclude for four days after the onset of the rash, in consultation with public health unit staff.

***Meningococcal Meningitis***

Exclude until antibiotic treatment has been completed.

***MRSA Infection (Methicillin-resistant Staphylococcus aureus)***

Exclude for 24 hours after antibiotic treatment commenced. Any lesions on exposed skin should be covered with a waterproof dressing.

***Mumps***

Exclude for five days after onset of symptoms. Consult with your public health unit staff.

***Pneumococcal disease (Streptococcus pneumoniae)***

Exclude until 24 hours after commencement of antibiotics.

***Ringworm***

Exclude until person has received anti-fungal treatment for 24 hours.

***Rubella (German Measles)***

Exclude for four days after onset of rash.

***Scabies***

Exclude until the day after treatment has commence.

***Streptococcal infections (Streptococcus pyogenes)***

Exclude until 24 hours after commencement of antibiotics.

***Whooping Cough (Pertussis)***

Exclude until five days after an appropriate antibiotic treatment, or for 21 days from the onset of coughing.

***Worms, Intestinal (Hookworm)***

Exclude until diarrhoea has ceased.

For a full listing of the Communicable disease guidelines please refer to the link below:

[https://ww2.health.wa.gov.au/Articles/A\\_E/Communicable-disease-guidelines](https://ww2.health.wa.gov.au/Articles/A_E/Communicable-disease-guidelines)

**Medication**

The Department of Education has specific guidelines controlling the administration of medication to students which are covered in a comprehensive policy. This policy is available on request from Reception. Due to the legal requirements of this policy, parent awareness of and adherence to the policy and process is essential. The school must be notified in all instances of students bringing medication to school. This includes asthma prevention medication. Specific requirements should be discussed with the Administration or class teacher.

Please do not send medication to school with your child to administer themselves. A short-term medication form needs to be completed. All medication needs to be kept at Reception or parents/guardians of Kindergarten students may give their child's medication to their child's class teacher.

**School Nurse**

The school nurse makes several visits to the school and provides a screening to Early Childhood students and co-ordinates immunisation when required. Parents/guardians are always contacted by the nurse should a problem be discovered during any screening session. Parents/guardians will always be informed before screening or immunisation taking place.

The school nurse is available to parents/guardians to discuss any medical concerns and an appointment can be made through Reception. Fiona Ewing is our school nurse and she can be contacted on 0434 070 414 or 9258 8053 at the Child and Adolescent Health Service, Ferndale.

**Red Duty Vest**

At break times designated adults are available to assist students with minor first aid requirements. This adult wears a red vest. All other staff wear a fluoro yellow vest on duty.



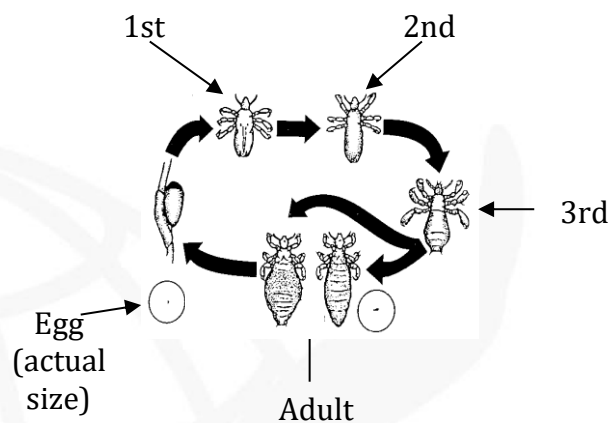
### Immunisation

All children entering school should be fully immunised. Kindergarten children must be up to date with all scheduled immunisations for their age to be able to enrol. Free clinics are advertised regularly in the newspapers. It is most important that your child has the appropriate injections and boosters, and a written record is kept of them. This record needs to be produced when enrolling your child at school. The Health Department advises that children should be immunised against measles before coming to school. Schools have been instructed to check this when children are enrolled and to inform the Health Department of Pre-primary and Year 1 children who are not immunised. If a case of measles is detected and if an outbreak is identified, all children in contact and under 12 years of age who have no documentary evidence of immunity to measles will be excluded for 14 days.

### Head Lice

Your timely response to the treatment of lice is appreciated by the school administration and the parents/guardians of other students.

#### 21 Day Life Cycle of Head Lice



A “nit” is the actual “egg” maturing on the hair shaft. “Lice” (Louse) refers to the “live” creature moving about in the hair and on the scalp.

The Department of Health’s preferred treatment is the **10 Day Hair Conditioner Treatment**. However, advice on insecticide treatment is also provided in the Department’s Head Lice Fact Sheet, available free from Reception or at [Treating head lice \(healthywa.wa.gov.au\)](http://healthywa.wa.gov.au)

Students who have been identified with live head lice will be sent home from class and excluded until treatment has commenced. Parents/guardians are asked to notify their class teacher immediately should they notice their child’s hair has lice. The school endeavours to send out a general note to all class members if a child in that class is identified as having lice.

## STUDENT SERVICES

### School Psychologist

A School Psychologist supports the work in our school. Your child’s class teacher or our Learning Support Co-ordinator, Mrs Deb Richardson, may contact you to discuss the referral of your child to the school psychologist. Our school psychologist is Mr Geoff Miller and he will be in our school every Monday and Tuesday. The school psychologist's office is located in Cygnet Block. Access to this room is from outside the block.

The School Psychologist is a valuable professional resource that supports classroom teachers in meeting your child/ren's educational, social and behavioural needs. Parents/guardians are encouraged to positively consider the involvement of the School Psychologist if requested. Your consent is required before the psychologist is involved.

### **Students at Educational Risk (SAER) Co-ordinator**

The Deputy Principal Kelly Lindley is the SAER Co-ordinator and liaises with parents/guardians, teachers, our school psychologist and our school chaplain to address the learning needs of our students. The Deputy Principal can be contacted through Reception for parent meetings. Please note that any requests from parents/guardians or allied services to provide observations or information for a student *must* go through the Deputy Principal, not directly to the classroom teacher.

### **School Chaplain**

We received funding for a school chaplain for 2024. Our school chaplain is Mrs Louise Parish. Mrs Parish visits the school on Fridays. Our chaplain also supports Year 6 classroom teachers with high school transition as well as individual students as requested. Parents/guardians may request to see the chaplain through a request form at Reception or through the classroom teacher. The chaplain is available to talk with parents/guardians and students. Mrs Parish can be found in the office in Cygnet Block which she shares with the school psychologist or in the Sensory Room (Room 21 of Magpie Block).

### **Dental Therapy Clinic**

Throughout the state, the School Dental Service provides free general and preventative care for Western Australian children from Pre-primary to Year 11 who have completed an enrolment form. A Dental Clinic is situated at Willetton Primary School, Woodpecker Avenue, Willetton. Their contact number is 9457 4624.

### **Insurance**

The school does not carry specific insurance for students or student property other than the Department of Education and Training public liability insurance. If parents/guardians wish to take student insurance, arrangements need to be made outside of the school domain and will be at parental expense.

## **STUDENT LEARNING PROGRAMMES & ACTIVITIES**

All Australian governments have committed to the goals of the Alice Springs (Mparntwe) Education Declaration that Australian schooling promotes equity and excellence; and that all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum identifies eight learning areas:

- English
- Mathematics
- Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences)
- Humanities and Social Science (including Civics and Citizenship, Economics and Business, Geography, History)
- The Arts (including Dance, Drama, Media Arts, Music, Visual Arts)
- Languages
- Health and Physical Education
- Technologies (including Design and Technology, Digital Technology)

The Australian Curriculum Foundation (Pre-primary—Year 10) was developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in three phases. All syllabuses form the mandated curriculum for the planning, assessment and reporting of student progress as described by the Western Australian Curriculum and Assessment Outline. The West Australian Curriculum can be accessed through the following website:

<http://k10outline.scsa.wa.edu.au/>

We use national testing together with school data to guide our school, classroom, small group and individual teaching and learning programs. Guided Reading has now become embedded into classroom Literacy Block practice. Year 4, 5 and 6 students will continue using iPads in the Bring Your Own Device (BYOD) program. Mindup, a mindfulness program for students, is taught in all classrooms.

### **Edu Dance - Pre-primary – Year 6**

Edu Dance is part of the Arts and Physical Education and Health Curriculum at Burrendah Primary School. As dance is an integral part of the curriculum, all students are expected to participate in the same manner as any other learning area.

Each year in Term 4 students from Pre-primary – Year 6 participate in nine (9) lessons of dance. This is factored into the year level cost for each child where provisions are always made for options of payment.

At the completion of the course the classes perform at a school dance concert. There are usually two dance concerts due to the size of our school, where a class (or two classes) perform their dance.

### **Social Dance - Year 5 and Year 6**

Social Dance is part of the Arts and Physical Education and Health Curriculum at Burrendah Primary School. As dance is an integral part of the curriculum, all students are expected to participate in the same manner as any other learning area.

Each year in Term 4 students in Year 5 and Year 6 participate in six (6) lessons of dance. This cost is factored into the year level for each child where provisions are always made for options of payment.

If a parent/guardian prefers for their child not to participate in this dance program a written note (such as by email or Connect) is required. This information is needed as the student is not participating in a compulsory curriculum area as deemed by the School Curriculum and Standards Authority (SCSA).

The social dance program is a unique course tailored by professional dance instructors to prepare the students with skills in etiquette and dance in a social setting. These teachers are skilled in providing a suitable cultural dance program. If a parent/guardian prefers that their child participate in Social Dance with a same gender partner e.g. girl/girl a written note to the classroom teacher will assist the classroom teacher to support this request. Our dance instructors are experienced in such request by families.

Parents/guardians are invited to watch the last social dance lesson.

The culmination of these skills are demonstrated at the Year 6 Student Celebration Dance. The program for the Celebration Dance includes a meal followed by social dancing in an organised format supervised by the professional dance instructors.

### **English as an Additional Language/Dialect (EAL/D)**

Burrendah Primary School is proud to have students from a wide range of language and cultural backgrounds. The EAL/D Team offers a comprehensive English Program to support English language development for students from Pre-primary to Year 6.



The EAL/D Team implements support programs in collaboration with classroom teachers. We also offer support (as required), to EAL/D parents/guardians, so that they can fully engage with their child's education.

Celebrating the cultural and linguistic diversity of our EAL/D students is an important feature of our program. Every opportunity to take into account our students' cultural and linguistic backgrounds, and the impact it has on their education is used.

We endeavour to ensure our EAL/D students reach their full potential in the development of Standard Australian English.

Our EAL/D team hold regular parent/guardian events throughout the term.

### **Specialist Areas**

Burrendah offers specialist teachers in the following areas to complement the classroom teaching and learning programs. Not all year levels have access to the same type of specialist teacher

- Music
- Science
- Physical Education
- Languages – Italian, Year 3 to Year 6
- Visual Arts

### **Student Leadership**

Student leadership is actively encouraged and the school provides a range of opportunities for students to develop their leadership skills. Students are elected to the following positions: School Captains, Faction Captains, Councillors, IT Technicians and Music Captains. These elections will take place at the end of 2023 and will be announced at the 2023 Awards Assembly. Students will be supplied with their badges in 2024, usually at an assembly.

## **SCHOOL FACILITIES & GROUNDS**

### **School Premises**

For safety and security:

1. During school hours all visitors inclusive of parents/guardians are required to report to the school Reception and sign the 'Electronic Visitor's Book'.
2. Out of school hours (after 3.30pm) entry onto school premises is prohibited unless prior approval is given by the Principal.
3. Use of school premises after hours by groups and individuals is encouraged and is approved and arranged under the Department's policy on such matters. Please ask at Reception.

School security alarm systems are installed in all buildings and regular patrols are conducted by security guards. If you notice unwelcome visitors on the school grounds after hours, please contact School Watch on 9264 4771 or the police on 131 444.

### **Outside School Hours Care (OSHC)**

Camp Australia provide our Outside Hours School Care (OHSC). This involves before/after school care and vacation care. All enquiries from parents/guardians are to be directed to Camp Australia. More information is available on our website under the Community tab.

### **Deed of Licence**

Community groups lease our premises before school, after school and on weekends. The leased areas are not available for others to use, during the times of lease, unless a formal booking has been made. For any queries contact Reception.

### **Lost Property**

Lost property is kept outside the school hall (or placed on the stage when there is a large volume of lost clothing). Your help is needed to encourage your children to be responsible for their property. Please name everything that is sent to school. Lost property (uniforms) remaining in the lost property tubs at the end of each fortnight will be donated to the P & C pre-loved uniforms. All other items will be disposed of.

### **Parent Parking**

The school parking areas are for staff and official school visitors only. In the interest of your child's safety, the staff car park in Castlereagh Close is usually an **out of bounds area** for children and parents/guardians. **Please do not walk through the Castlereagh Close staff car park before or after school and instruct your children to always use the pedestrian paths, not the school car park, to enter or exit the school.**

Parents/guardians are asked to use the shopping centre car park (4 hour time limit applies) when picking up or dropping off children along with a small number of car parking bays along Pinetree Gully Road and Castlereagh Close. There is a disabled bay in the staff car park near the canteen for parents/guardians and students who have a disability. Parents must not use the staff carparks unless using the ACROD parking bay or (Canteen bay for canteen business). Contact Reception for short term use of the staff carpark if your child has an injury and needs close access to the school.

**Please Note:** the car park situated in Pinetree Gully Road near the Kindergarten and Pre-primary area is usually a Burrendah PS staff car park. Parents/guardians may park their cars in this car park if going as a helper on a school excursion for the day. Please be mindful that this carpark is also a pedestrian access zone. In 2024 staff from Willetton SHS will also be using this car park until their build program is completed. **WSHS students and Burrendah PS students are not to be in any carpark before/after school.**

Please note restrictions apply to parking on roadways adjacent to the school both before and after school. Parents/guardians should familiarise themselves with the regulations and heed them in the interest of student safety. Bus bays are not appropriate places to drop/pick up students. The City of Canning Rangers will issue fines if these road rules are not followed such as parking and leaving the car in the drop off/pick up zone along Pinetree Gully Road.

### **Speed Restrictions**

There is a speed limit of 40km per hour around the school precinct during certain times. In the interests of student safety, please abide by the restrictions. We have flashing lights installed near our crossing to highlight when the 40km/h area is in operation. Willetton SHS also has a manned school crossing.

### **Animals at School**

Specific permission from the Principal is needed before animals can be permitted on the school grounds.

This includes dogs on a leash or even hand carried. Parents/guardians are requested to ensure that dogs do not follow their children to school.

## COMMUNICATION

Parents/guardians are encouraged to establish and maintain positive communication with teachers and the school. Teachers are available via email contact through Connect. Parents/guardians should discuss issues and concerns as soon as they occur. Interviews with teachers can be arranged, for a mutually convenient time, through making an appointment.

If unable to satisfactorily resolve a problem or issue with the classroom teacher, parents/guardians are asked to make an appointment to see the Principal, Associate Principal or Deputy Principal. The Deputy Principal oversees Kindergarten – Year 3 and the Associate Principal oversees Years 4–6. The Administration can be contacted by email at [Burrendah.PS.Administration@education.wa.edu.au](mailto:Burrendah.PS.Administration@education.wa.edu.au) or by phone on 9266 6200.

Teaching staff, including Administration, are not required to respond to communications outside of their normal working hours. However, every effort will be made to respond, generally during school hours, within a reasonable timeframe; for example, 48 hours from reading a communication on a work day.

If further information is required please see the Department's 'Talking with my School' document, Attachment #2, Connect and Respect information Attachment 7 & 8 and Communication Protocols on our school website.

### **School Web Page**

To enhance communication between the school and parents we publish all relevant information on our school web page. Our webpage will have a new interface from 2024. Through our web page and Connect we aim to keep parents well informed of up and coming events and also provide parents with useful resources, such as ideas for developing numeracy and literacy at home.

The school web page address is: <https://burrendahps.wa.edu.au/>

The school calendar not only outlines major up and coming events but also has links to excursion notes and permission slips if they are lost in transit or misplaced by students.

Parents/guardians should be aware that when designing this website, we made sure devices, such as smart phones and iPads could display all information in a readable format. We recommend that you use browsers, such as Firefox or Chrome and not Internet Explorer for our website to work effectively.

Another feature of our website is the ability to translate the web page into different languages. This feature is available through a drop down menu in the top right hand corner of the web page. However, we are not able to translate linked documents, e.g., school excursion notes within our web. In this case, an alternative strategy would be to take a picture of the document you need translated through the app – Google Translate and it will convert the information into another language.

Background information on the P&C is also available under the Community tab through the main menu. You may also like to use the P&C Facebook page as a way of keeping up-to-date with school events.

### **Newsletters**

An online newsletter usually goes out fortnightly on a Friday in Weeks 2, 4, 6, 8 and 10 of term to parents/guardians. Extended family members can have online access to this newsletter upon request at Reception. The newsletter can be easily changed into different languages. The newsletter and other school information is available on our website [www.burrendahps.wa.edu.au](http://www.burrendahps.wa.edu.au)



### **Assemblies / Open Classroom**

We have a combination of Assemblies and Open Classroom throughout the year usually on a Friday. Community Assemblies will be from Pre-Primary – Year 6. More information regarding the timing and year levels/classrooms involved in these events will be sent out via the newsletter.

Open Classroom is where parents/guardians are invited into the classroom for approximately 30 minutes on a Friday morning usually following an assembly, where the children share their learning and achievements.

Faction Assemblies will be held on the alternate Friday. While these informal assemblies are mainly for student information, parents/guardians are welcome to attend. Parents/guardians will be notified if their child is involved in the presentation of awards during the Faction Assemblies.

### **Acknowledgement of Country**

Acknowledgement of Country from the Whadjuk Noongar people is said at all formal events such as assemblies and concerts.

“I respectfully acknowledge the past and present custodians of this land on which we are meeting. Today we gather in the lands of the Whadjuk Nyoongars. It is a privilege to be standing on this land where the Whadjuk were the traditional custodians.”

### **Award Assemblies**

In the last weeks of Term 4, we hold special assemblies called the Awards Assembly. These assemblies recognise students from each class from Pre-primary – Year 6 who demonstrate each Expectation of Responsibility, Respect, Resilience or Reach. The four students are presented with a certificate by their classroom teacher. Specialist teachers also present four students across their teaching area with an award certificate.

Year 6 students are farewelled through a Graduation Assembly at the end of Term 4. Selected Year 6 students are presented with a book award voucher. A student from Year 6 is presented with the ‘*Grow the Burrendah Way*’ Certificate and book voucher.

Assembly Award recipient families are contacted before assemblies regarding their child being selected for an award.

### **Reporting to Parents**

Two formal reports are provided to parents/guardians at the end of Semester 1 and Semester 2 through Connect for Pre-primary to Year 6 students. Semester 1 Kindergarten reports are sent home in an envelope with the student. Semester 2 Kindergarten reports are placed on Connect. Parents/guardians are encouraged to keep regular contact with teachers to monitor student progress. Parents/guardians may be offered a formal parent-teacher interview to discuss the first semester report and teachers will contact you at other times should they wish to discuss your child’s progress. Parents/guardians can make an appointment to discuss their child’s progress at any time of the year. Our 2024 half day closure for parent interviews is in Term 2, Wednesday 26<sup>th</sup> June from 12:00 noon.

### **Connect**

Connect is a learning, support and communications platform developed by the Department of Education WA for staff, students and parents in public schools.

Each parent will be given their own secure login to Connect on their child's first attendance at Burrendah PS after the enrolment process has been approved. Connect has been developed by the Department of Education and is a very safe online environment. As well as being able to log into Connect on any internet-connected device ([www.connect.det.wa.au](http://www.connect.det.wa.au)), you may also receive notices from Connect that will be sent to you as either an email or a notification on your phone. A free app called *Connect Now* can be downloaded from Google Play or the Apple App Store and will let you receive Connect notices as push notifications.

If you have multiple children, you only need one login – even if your children attend different public schools. Your Connect login remains the same each year.

When you log into Connect you will be able to see information specific to your own child/ren. For instance, whole school or class notifications, class events, classroom learning activities, notifications from individual teachers, attendance records, work your children has completed, assessments and marks. This will vary depending on your child's year level and whether they are in primary or secondary school.

If you are a new parent, you will receive an email which invites you to register for Connect with your login details.

### **Parent Involvement**

There are many opportunities for parents/guardians to become involved in aspects of the school program.

- School Board - Meetings online and /or face to face  
Burrendah Primary School is an Independent Public School (IPS). As an IPS school, we remain very much a government funded public school with access to all the support and resources we did before becoming IPS, however, we now have increased autonomy and flexibility that will allow us to continue to provide teaching and learning programs for our students and ensure Burrendah PS remains a highly respected government school. The Board meets twice a term and the parent community are encouraged to communicate with the Board via the School Board Chair and the parent representatives. There is a formal open meeting once a year where parents/guardians are invited to attend however parents/guardians are welcome and encouraged to attend all board meetings.

Parent Representatives nominate for a position on the Board when there is a vacancy. Parent representative nominations will be called for in the first fortnight of Term 4, 2023 for commencing in 2024 or if a Board members resigns. Please contact Reception to organise an invitation to join an online Board Meeting, usually held in Week 4 of each term.

- Burrendah P&C Association - The P&C is a vital group of dedicated workers who have achieved much for the benefit of the school. Parents/guardians are encouraged to get involved in P&C activities and events.

The P&C Committee is dependent for its survival upon the continued involvement and enthusiasm of parents/guardians. New parents/guardians are very welcome. Financial support of the P&C is very much needed to provide additional resources. The P&C can be contacted through our Reception.

For more detailed information about the role of the P&C and how to attend meetings, please refer to the school web site  
[Burrendahps.wa.edu.au](http://Burrendahps.wa.edu.au)

For additional information you may also refer to the Parents and Citizens Association Facebook page [www.facebook.com/BurrendahPancC/](http://www.facebook.com/BurrendahPancC/)

- Each year we seek a parent representative from each class to liaise with the school administration and the P&C. For additional information you may also refer to the school web page under the Community tab.
- Parents/guardians are encouraged to assist class teachers by volunteering your time to support students in the classroom. Please speak to your class teacher or contact Mrs Gail Nichols, [gail.nichols@education.wa.edu.au](mailto:gail.nichols@education.wa.edu.au) if you wish to volunteer for classroom support.
- The sports program is another option for parent/guardian support such as coaching and umpiring. Please contact Janine Bain, [janine.bain@education.wa.edu.au](mailto:janine.bain@education.wa.edu.au) our junior PE specialist to offer your help.

### **Parent/Guardians Helpers—Parent and Child Volunteer Declaration Form**

Parents/guardians or adult volunteers who assist in classrooms or on excursions etc., will be asked to complete a Parent and Child Volunteer Declaration Form Attachment #9. This process is a legal requirement to help safeguard students.

### **Working with Children Check (WWCC)**

Usually work carried out on a voluntary basis by a parent/guardians who has a child enrolled at our school, the parent/guardians is exempt from getting a working with children check done. However other family members i.e. grandparents, siblings (over 18 years), aunt or uncles, will need a check done before they can volunteer in our school. Application forms are available from Australia Post or online. Working with Children Cards need to be shown to Reception staff on entry to our school for every visit.

### **History of Faction Names**

To reflect Burrendah's true pioneering spirit it was decided to choose faction names to acknowledge earlier pioneers in the Canning District. Foundation Deputy Betty Kirk led a research group that uncovered names associated with local history, and the students voted for Gwai, Moreau, Canning and Nairn.

#### **Gwai Faction**

Indigenous heritage is represented by Gwai, which is a Dharawal word for 'Red'. Gwai nebu, the robin red breast, was Gwai's mascot.

#### **Moreau Faction**

As part of the French 1801-03 Baudin expedition to map the coast of New Holland, a scientific party aboard the 'Naturaliste' explored the Swan River in 1801. They mistook a tributary of the Swan River to be an inlet from the sea. Heirisson, who was in command, called this supposed inlet 'Entree Moreau' or Moreau Inlet, in honour of his companion, Ensign Moreau, who was in command of the second fleet.

#### **Canning Faction**

In 1826, Lieutenant Belches, under Captain James Stirling's command, explored Moreau Inlet, and realising it to be a river of some size, renamed it the Canning. This was in honour of George Canning, who had been Secretary of State Home Affairs in Lord Liverpool's Cabinet for some years. On the death of Lord Liverpool in April 1827, Canning became Prime Minister of England. He died shortly after taking office, and to this day remains the shortest-serving British Prime Minister.



### **Nairn Faction**

William Edward Nairn (1767 – 1853) was an Infantry Major who arrived in Western Australia in 1831 on the 'Egyptian'. He soon established himself as an astute farmer and was one of the early entrepreneurs of the colony. Nairn built Maddington Park homestead in 1836, which remains today as an extremely rare, intact early example of a substantial settler's house. Descendants Bibdi and Karly Nairn were foundation students at Burrendah. Bindi was the first Nairn captain in 1976.

### **How Parents/Guardians Can Support Their Child's Education**

- ✓ Encourage your children to exhibit socially acceptable behaviour and take responsibility for the consequences of their actions.
- ✓ Encourage your children to be responsible, to care for and respect their own belongings and the property of other people.
- ✓ Encourage your children to establish routines in their lives.
- ✓ Encourage your children to set goals and to work to achieve to the best of their ability.
- ✓ Listen to your children and encourage them to talk about themselves and their day.
- ✓ Discuss teachers and the school in a positive way within your family and circle of friends.
- ✓ Approach teachers and the school to get acquainted and to discuss your child's progress.
- ✓ Keep an open mind; seek clarification from the school and not other parents/guardians or social media.
- ✓ Attend school meetings and activities where they are relevant to your children.
- ✓ Read newsletters and notes sent home so that you are aware of current school policy and practice.
- ✓ Read and discuss your children's reports and other written feedback with them.
- ✓ Praise your child as much as possible; help them to feel positive about themselves.
- ✓ Celebrate your child's achievements however; be careful to not place unrealistic expectations on your children.
- ✓ Assure your child you love them regardless of their achievements.
- ✓ Support Administration staff and classroom teachers by responding in a timely manner to requests for meetings to discuss your child's behaviour.
- ✓ Seek additional professional intervention when advised by school staff.

Public education  
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# Talking with my school

Do you want to speak with someone at your school about a particular enquiry or concern?



As a parent or carer you play a vital role in your child's learning. Building a positive relationship between home and school plays an important part in the education of your child. Effective communication is the key to the success of this relationship.

Schools are committed to responding promptly and helpfully to your enquiries, concerns, suggestions and compliments.

Your school also provides information about support services for children with disability, intensive language classes, special programs, and its policies and procedures.

## Where do you start?

Before contacting your school with an enquiry or concern you may want to:

- talk with family and friends to clarify your enquiry/concern
- write down your enquiry/concern
- make a list of all relevant information specific to your enquiry/concern
- take a support person with you if you feel nervous about talking about your enquiry/concern.

The next step is to make an appointment with the most appropriate person at your school.

Alternatively, you can write to the school. Enquiries/concerns received in writing are responded to in writing.

## 1. Discuss your enquiry or concern with the class teacher if it is about your child's:

- academic progress
- general behaviour
- homework
- assessment
- attendance
- social or emotional wellbeing.

In your discussion with the teacher:

- give all relevant information
- discuss all possible outcomes for addressing your enquiry/concern
- settle on an option that can be achieved with input from you, the teacher and your child.

## 2. Discuss your enquiry or concern with the principal if:

- you were not able to achieve a satisfactory arrangement regarding your enquiry/concern with the class teacher
- your enquiry/concern is about the conduct of a teacher or another member of the school staff
- your enquiry/concern is about another aspect of school life that is impacting on your child's education.

The principal will need time to discuss your enquiry/concern with all relevant parties but you can contact the school for progress updates.

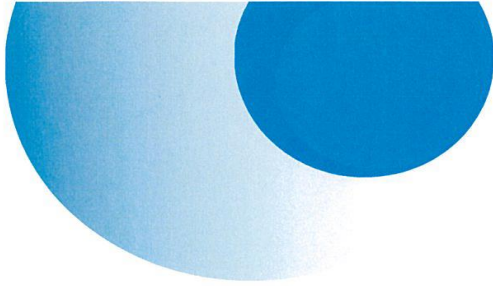
Your enquiry/concern will be managed according to established school policy and procedures.

Anonymous enquiries/concerns are only acted on if enough information is provided for the principal to follow-up.



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Education





### 3. You may contact the regional education office or local education office if:

- your enquiry/concern has not been resolved by your school's principal
- there is a reason for not raising your enquiry/concern with the school directly.

Your school can help you with contact details for the coordinator of regional operations at the regional education office.

### 4. Consideration by the Director General

The next level for consideration of an unresolved enquiry/concern is to write to the Director General of the Department of Education.

You may lodge a written description of your enquiry/concern and the steps you have taken to achieve an outcome. The Director General may appoint someone to review your enquiry/concern.

**Postal address:**  
**Director General**  
**Department of Education**  
**151 Royal Street**  
**EAST PERTH WA 6004**

### 5. Independent review

Your final recourse for your unresolved enquiry/concern is an independent review by the State Ombudsman. The Ombudsman's approach is independent and impartial while observing procedural fairness and strict confidentiality at all times.

**The Ombudsman can be contacted:**

**T: 9220 7555**

**T: 1800 117 000 (free for country callers)**

**Postal address:**  
**Ombudsman Western Australia**  
**PO Box Z5386**  
**St Georges Terrace**  
**PERTH WA 6831**

**Office location:**  
**Level 12**  
**44 St Georges Terrace**  
**PERTH**

### Other useful contacts

The Standards and Integrity Directorate at the Department of Education offers general advice on matters related to staff conduct.

**T: 1800 655 985 (free for country callers)**

The Equal Opportunity Commission offers advice about discrimination.

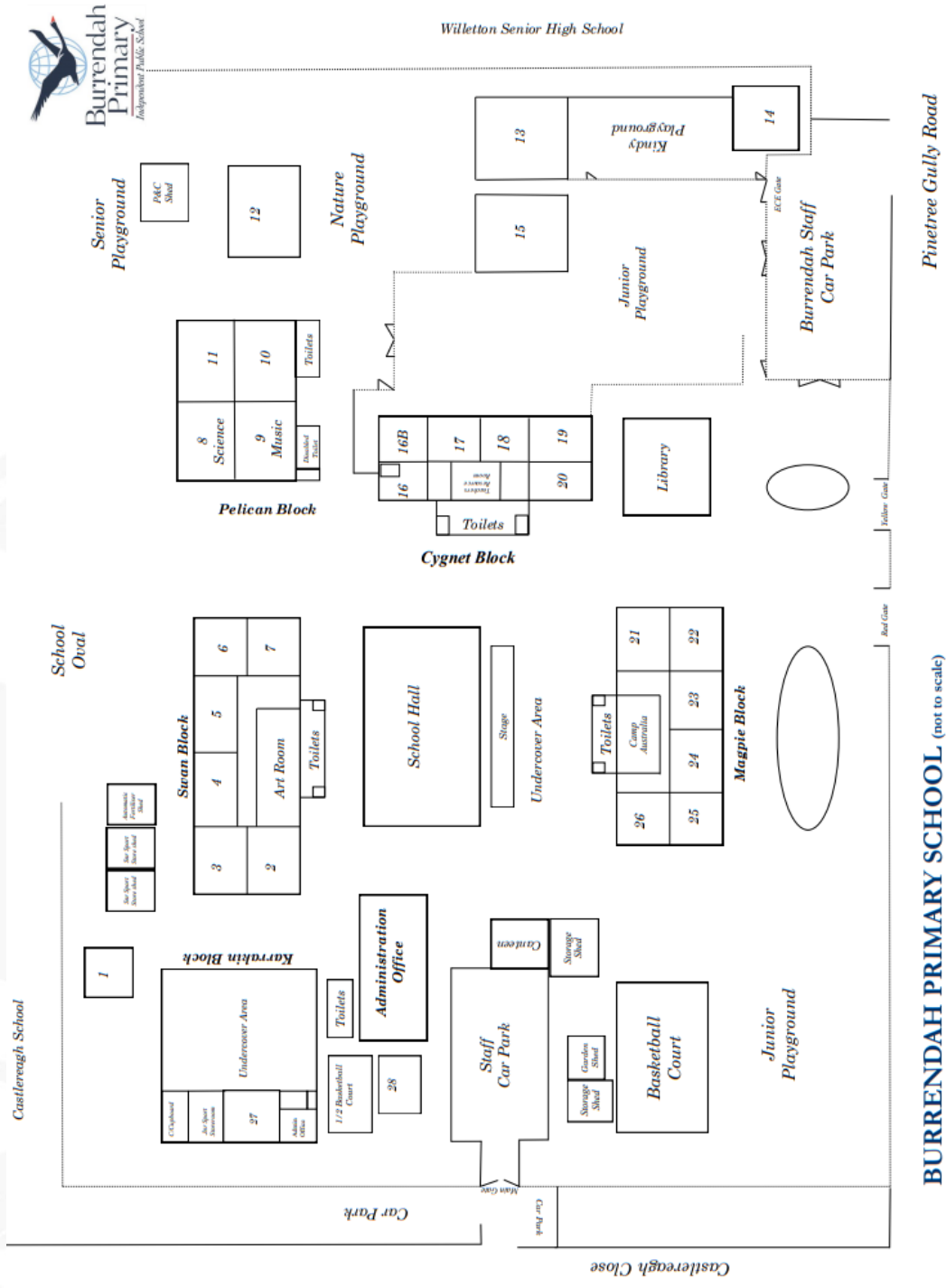
**General enquiries:**

**T: 9216 3900**

**T: 1800 198 149 (free for country callers)**

**Office location:**  
**Level 2, Westralia Square**  
**141 St Georges Terrace**  
**PERTH**

**Postal address:**  
**PO Box 7370**  
**Cloisters Square**  
**PERTH WA 6850**



**BURRENDAH PRIMARY SCHOOL** (not to scale)

### 2024 CLASS STRUCTURE

Room	Year / s	Teacher / s
2	Year 6	Deb Chow
3	Year 6	Sanny Chong
4	Year 6	Alastair Evans and Amy Gatchell
5	Year 5 / 6	Will Heron
6	Year 5	Meghan Griffiths & TBC
7	Year 5	Jen Tom
10	Year 5	Ashleigh McClung
11	Year 5	Alaina Downing
12	Italian	Bronwynne Jones
13	Kindergarten	Deb McGrath & Chelsea Sutherland
14	Pre-Primary	Michele Marlow & Chelsea Sutherland
15	Pre-Primary/Year 1	Annette Martin & Laura Vogels
16a	Year 1	Phil Gardin & Laura Vogels
16b	Year 1	Kate Guilfoyle
17	Year 1/Year 2	Stephanie Webster
18	Year 2	Jane Earnshaw
19	Year 2	Tom Huddleston
22	Year 2	Natalie Watters
23	Year 3	Merrila Harries
24	Year 4	Kiara Duvall
25	Year 4	Jaimie Morley
26	Year 4	Nicole King & Trish Paxton
27	Year 3	Deb Richardson
28	Year 3	Kylie Stone & Kate Read
Science		Sherryl Crouch
Art		Kate French
Junior PE /Senior PE		Janine Bain/ Aaron Vinci
Music		Jenny Coleman
Junior Specialist		Deb Taylor



**BURRENDAH PRIMARY SCHOOL**  
 Castlereagh Close  
 Willetton WA 6155

**Burrendah Primary**  
 Independent Public School

Telephone: 08 9266 6200  
 Email: burrendah.ps@education.wa.edu.au  
 Website: www.burrendahps.wa.edu.au  
 ABN: 16 313 895 384

## 2024 School Voluntary Contributions and Charges

VOLUNTARY CONTRIBUTIONS Curriculum Area	ITEM	CHARGES - Extra Cost Options Estimated Maximum Cost - \$						Other Optional Costs		
		K	P	1	2	3	4		5	6
The Arts - Music/Visual	\$10.00 Excursions/In-School Activities	45	45	45	45	45	45	45	45	School Photographs (dependent on the package purchased).  \$10 - \$150
English/Languages	\$10.00 Term One									
Mathematics	\$10.00 Term Two	45	45	45	45	45	45	45	45	PEAC Fees Year 5 & 6 (dependent on program selected).  Between \$15 to \$110. No more than \$300 for the school year.
Society & Environment	\$10.00 Term Three	45	45	45	45	45	45	45	45	
Technologies	\$10.00 Term Four	45	45	45	45	45	45	45	45	
Physical Education	\$10.00 Year Six Leadership Course									
Subtotal Voluntary Contributions	\$60.00 Year Six Camp									40
Additional Voluntary Requests	\$60.00 Year Five, 2024 Year Six Camp Deposit									450
P&C Contribution*	\$35.00 Year Five, 2024 Year Six Camp Deposit	20	20	20	20	20	20	20	20	200
<b>TOTAL PAYABLE</b>	<b>\$95.00</b> EALD Excursion/In-School Activities	20	20	20	20	20	20	20	20	20
	Swimming									
	In Term Swimming Lessons PP - 6	80	80	80	80	80	80	80	80	80
	Swimming Carnivals									
	Year 4 BYOD (iPad)									
	Science Specialist Activities	20	20	20	20	20	20	20	20	700
	Edu Dance	45	45	45	45	45	45	45	45	20
	Visual & Performing Arts Projects (i.e. Edu dance costume, artist in residence, etc.)	65	65	65	65	65	65	65	65	45
	Social Dancing									
	Interschool Carnivals									
	Mathletics									
	Reading Eggs	20	20	20	20	20	20	20	20	45
	School Apps	15	15	15	15	15	15	15	15	20
	Music									
	Excl/In-Schl Act - all students	45	45	45	45	45	45	45	45	15
	Excl/In-Schl Act - Choir & IMSS students									
	IMSS - Instrument Hire									
	IMSS - Resources	10	10	10	10	10	10	10	10	65
	Fundraising Projects									

**NB: Payment plans are available for parents when excursions/in-school activities are occurring. Please contact the Manager Corporate Services.**

**NB: If a charged cost has not been received for an event by a scheduled date your child may not be able to attend the event.**

**Extra Cost Options:** additional cost items such as camps, excursions, in-school activities are estimated maximum costs. Payment for these will be required during the school year when costs and participation by students is confirmed.


**When the Year Five, 2024 Camp Deposit is paid, this will be deducted from the final price when this has been established.**

Mathletics and Reading Eggs are a choice to purchase on user pay system. All students are required to pay for School Apps to use any iPads in school.

**2024 PBS Lesson Order**

<b>Week</b>	<b>Expectation</b>	<b>Location</b>	<b>Behaviour</b>
<b>Term 1</b>			
Week 1	Respect	Everywhere / Every time	Look after all property
Week 2	Responsibility	Outside	Follow before and after school expectations
Week 3	Responsibility	Outside	Follow eating expectations
Week 4	Respect	Outside	Walk and line up quietly around the school
Week 5	Responsibility	Everywhere / Every time	Notify teachers if there is a problem
Week 6	Responsibility	Inside	Follow toilet procedures
Week 7	Respect	Outside	Include others during playtime
Week 8	Responsibility	Inside	Be organised
Week 9	Responsibility	Outside	Walk on pathways
<b>Term 2</b>			
Week 1	Responsibility	Inside	Follow classroom expectations
Week 2	Responsibility	Outside	Use play equipment sensibly
Week 3	Resilience	Inside	Learn from our mistakes
Week 4	Respect	Inside	Use our manners
Week 5	Resilience	Everywhere / Every time	Persevere
Week 6	Resilience	Outside	Attempt to solve problems on our own first
Week 7	Reach	Outside	Cooperate and collaborate with others
Week 8	Reach	Everywhere / Every time	Show initiative
Week 9	Resilience	Inside	Accept constructive feedback
Week 10	Resilience	Everywhere/Every time	Respond to outcomes appropriately
Week 11	Reach	Inside	Take pride in our work
<b>Term 3</b>			
Week 1	Reach	Inside	Set goals
Week 2	Respect	Everywhere / Every time	Show pride in our school
Week 3	Resilience	Everywhere / Every time	Accept decisions
Week 4	Resilience	Outside	Follow game expectations
Week 5	Responsibility	Everywhere / Every time	Be punctual
Week 6	Reach	Everywhere / Every time	Encourage others
Week 7	Respect	Outside	Show sportsmanship
Week 8	Resilience	Everywhere / Every time	Be optimistic
Week 9	Respect	Everywhere / Every time	Be mindful of others
Week 10	Responsibility	Outside	Be environmentally conscious
<b>Term 4</b>			
Week 1	Responsibility	Outside	Walk on pathways
Week 2	Responsibility	Everywhere / Every time	Own our actions
Week 3	Reach	Inside	Stay on task
Week 4	Reach	Everywhere / Every time	Work hard to improve
Week 5	Reach	Everywhere / Every time	Give our best effort
Week 6	Resilience	Everywhere / Every time	Be tolerant
Week 7	Responsibility	Everywhere / Every time	Wear our school uniform
Week 8	Resilience	Everywhere / Every time	Recognise the achievements of others
Week 9	Respect	Everywhere / Every time	Recognise others choices and opinions
Week 10	Respect	Outside	Walk and line up quietly around the school

**Connect and Respect Expectations**



Department of Education  
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future




## Connect and Respect Engagement


**Expectations that promote learning, wellbeing and safety in all public schools in Western Australia.**

Together we make a difference. We welcome parents and other members of our diverse community into schools across Western Australia. Student learning is strengthened when school staff, parents and carers are actively and positively involved in their education.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

Parents and carers and other visitors to schools support safety by ensuring communication and conduct at school and school activities is respectful. Every student, staff member, parent or carer has the right to feel safe and be safe at our schools.

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
<div style="text-align: center; margin-bottom: 10px;">  <p><b>Culture</b></p> </div> <ul style="list-style-type: none"> <li>recognise every student is important to us</li> <li>contribute to a respectful school culture</li> <li>promote and model good behaviour</li> <li>work together with staff to resolve issues or concerns</li> <li>respect the right of staff to disconnect from work outside of school hours</li> <li>share responsibility in creating safe and secure learning environments</li> </ul>	<ul style="list-style-type: none"> <li>respecting the diversity of our schools and the right to an education for every child</li> <li>always communicating respectfully about our schools and our staff</li> <li>not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members</li> <li>raising concerns early with a staff member, the principal or the Department of Education directly</li> <li>understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised</li> <li>understanding that obstacles, barriers and disappointments are part of the growth journey</li> <li>supporting children and young people to work through difficulties and build resilience</li> </ul>	
<div style="text-align: center; margin-bottom: 10px;">  <p><b>Communication</b></p> </div> <ul style="list-style-type: none"> <li>be mutually respectful</li> <li>act as positive role models</li> <li>actively help to solve concerns</li> <li>use the school's communication channels and processes to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>appreciating that school staff may not be available to respond immediately</li> <li>knowing that staff will respond to appropriate communication when they are able</li> <li>requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited</li> <li>not using offensive, insulting and derogatory language; and inappropriate conduct</li> <li>being kind when interacting with others</li> </ul>	
<div style="text-align: center; margin-bottom: 10px;">  <p><b>Collaboration</b></p> </div> <ul style="list-style-type: none"> <li>work with the school to provide a safe and productive learning environment</li> <li>ensure your child attends school ready to learn</li> <li>know and support the school's Student Good Standing Policy</li> <li>schedule meetings at an agreed time, for an agreed purpose</li> </ul>	<ul style="list-style-type: none"> <li>maintaining professional relationships that are open, honest and respectful</li> <li>taking responsibility for your child arriving and leaving school safely on time every day</li> <li>supporting your child to understand and follow the Student Good Standing requirements</li> <li>scheduling an appointment to meet with the teacher or principal</li> </ul>	





Connect and Respect Expectations



Department of  
Education

**Shaping the future**

# Connect and Respect Expectations

**Our schools are committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and families as critical partners in student learning outcomes.**

Schools draw on the diversity and strengths of local communities to create opportunities to work collaboratively and set directions for students. Building mutually respectful relationships with each local community is fundamental to this.

A school community contains a wide variety of individuals and groups who strive to work together to educate students to become confident, well-educated young people; prepared to lead happy, successful lives and make contributions to local and global communities.

School staff will engage with families to understand the interests, personalities and needs of their children. All students need access to a quality education within safe and secure learning environments, and with the right supports to progress and achieve.

There may be times during your child's schooling when additional support is needed, or issues arise. Your school will support you and your child to productively resolve these issues and we encourage you to raise concerns as early as possible.

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


**All students need access to a quality education within safe and secure learning environments.**

**What parents and carers can expect from our schools**

Communication between you and your school is an important part of your child's education. School communities thrive on open communication wherein staff, students, parents and carers have opportunities to share good news, discuss issues and maintain an open dialogue.

Schools are made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from your school:

- regular communication through school approved channels
- reports on your child's progress and achievement
- celebration of your child's achievements
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher
- other opportunities to meet with the teacher, by appointment
- updates about important developments in your child's class
- notifications or invitations to school events
- opportunities to provide respectful and productive feedback.





#### What parents and carers should not expect from our schools

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents and carers should not expect:

- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to teachers' private phone numbers or emails
- staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff.

#### You should contact your child's school if:

- you have concerns about your child's academic or social progress
- medical issues arise or diagnosis changes
- there are changes in family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment.

#### Communication that interferes with teaching and learning

- speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- expecting to meet with staff during the school day without an appointment
- visiting the classroom during the teacher's preparation time before school
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip
- By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

#### Communication methods

Electronic communication, such as email, is appropriate for short, non-urgent and positive forms of communication. It is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face meeting so that issues can be given the time and attention they deserve. If in doubt, speak to your school.

#### Concerns and complaints

Contact your school as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child's teacher. For some matters, it may be appropriate to talk directly to your child's year coordinator, school administration staff or principal.

If you have approached your child's school but haven't been able to resolve the issue, refer to our complaints process to explore your options [education.wa.edu.au/complaints](http://education.wa.edu.au/complaints).

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





Department of  
Education

**Shaping the future**

## Parent and child volunteer declaration form

### Strictly confidential

Individuals issued with a Negative Notice or Interim Negative Notice under the *Working with Children (Screening) Act 2004* cannot volunteer in child-related work.

This form must be completed by a:

- parent volunteering in child-related work at a public school or site
- a child under 18 years of age volunteering in child-related work at a public school or site (e.g. practicum student under 18 on placement) – signed by their parent or guardian.

Read the following and tick (✓) the box to declare:

<b>Volunteer declaration</b>	I declare that I do not have a current Working with Children Negative Notice or Interim Negative Notice.	<input type="checkbox"/>
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If you have a Working with Children (WWC) Check, provide the details below:

WWC card number	<input type="text"/>	WWC card expiry date	<input type="text"/>
<b>or</b>			
WWC application receipt number	<input type="text"/>	WWC application lodgement date	<input type="text"/>

Note: You will be asked to provide a copy of your card or application receipt to the school.


I certify the accuracy of the above information. I am aware I must notify the school if my circumstances change to preclude me from working with children for visits beyond the date of this form. I will not volunteer if I am issued a Working with Children Negative Notice or Interim Negative Notice.

Volunteer name:	<input type="text"/>		
Address:	<input type="text"/>		
Telephone:	<input type="text"/>		
Email:	<input type="text"/>		
School visiting:	<input type="text"/>		
Signature:	<input type="text"/>	Date:	<input type="text"/>
Name of parent/guardian if signing on behalf of child volunteer:	<input type="text"/>		




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**(Use only to contact Principal, Associate Principal,  
Deputy Principal and Manager Corporate Services)**

 [www.burrendahps.wa.edu.au](http://www.burrendahps.wa.edu.au)

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