Parent Information Booklet 2015
School Contact

Telephone Numbers

School
Phone: (08) 9456 8300
Fax: (08) 9456 8350

SMS Attendance ONLY
0407 996 173

Dental Therapy
Phone: (08) 9455 6322

Canteen
Phone: (08) 9456 8319

Postal Address
Campbell Road
Canning Vale WA 6155
Web site:
www.campbellprimaryschool.wa.edu.au

Email Address
Principal
Andrew.Holmes@education.wa.edu.au

Business Manager
Susan.Forman@education.wa.edu.au

School Officers
Nicola.Spires@education.wa.edu.au
Elena.Chitty@education.wa.edu.au
Amanda.Briggs@education.wa.edu.au
Jane.Farmer@education.wa.edu.au

School
Campbell.ps@education.wa.edu.au

School Hours

Classrooms open
8.25am

Morning period
8.40am – 10.55am
Recess
10.55am - 11.15am
Pre-lunch period
11.15am - 12.15pm

Lunch Pre Primary to Year 5
12.15pm - 12.50pm

Lunch Year 6 and 7
1.15pm – 1.50pm
Monday, Tuesday, Thursday & Friday
Afternoon period
12.50pm - 2.50pm
Wednesday
Afternoon period
12.50pm - 2.30pm

PLEASE NOTE – ALTERNATIVE CLOSURE TIME ON WEDNESDAY (2.30PM)
# Important Dates And Times

## Term Dates for 2015 (For Students)

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 2 February</td>
<td>Thursday 2 April</td>
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<tr>
<td>Term 2</td>
<td>Monday 20 April</td>
<td>Friday 3 July</td>
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<tr>
<td>Term 3</td>
<td>Monday 20 July</td>
<td>Friday 25 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 12 October</td>
<td>Thursday 17 December</td>
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## School Development Days 2015

<table>
<thead>
<tr>
<th>Term</th>
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<tr>
<td>Term 1</td>
<td>Thursday 29 January 2015</td>
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<td>Friday 30 January 2015</td>
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<td>Friday 27 February 2015</td>
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<td>Term 2</td>
<td>Friday 29 May 2015</td>
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<td>Term 4</td>
<td>Friday 27 November 2015</td>
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## Public Holidays 2015

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<td>Labour Day</td>
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<td>Easter</td>
<td>Friday 3 April</td>
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<td></td>
<td>and Monday 6 April</td>
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<td>Anzac Day</td>
<td>Monday 27 April</td>
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<td>Western Australia Day</td>
<td>Monday 1 June</td>
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<tr>
<td>Queen’s Birthday</td>
<td>Monday 28 September</td>
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## Term dates for 2015 (for Teachers)

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<tr>
<th>Term</th>
<th>Start Date</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Thursday 29 January</td>
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<tr>
<td>Term 2</td>
<td>Monday 20 April</td>
<td>Friday 3 July</td>
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<tr>
<td>Term 3</td>
<td>Monday 20 July</td>
<td>Friday 25 September</td>
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<tr>
<td>Term 4</td>
<td>Monday 12 October</td>
<td>Friday 18 December</td>
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An Introduction to Campbell Primary School

Brief History
Construction work on the innovative design of the school at the corner of Comrie Road and Campbell Road commenced in June 2001. The main school opened for Term 1 2002, on 4 February for students from Kindergarten to Year 7.

Principal

A warm welcome is extended to all families, old and new who will be attending Campbell Primary School in 2015. We hope that you and your child/children will enjoy your involvement with our school and be able to contribute positively to our school community. We value this partnership as essential to shaping a positive approach to schooling.

Campbell Primary School continues to achieve outstanding results in both the academic and social domains. We have built on our reputation as a warm and welcoming primary school, catering for the needs of our students and the community.

2015 sees the continuation of our journey as an Independent Public School. In collaboration with the school community, we can set our own strategic directions, have authority for day to day decision making that best caters for our students.

Parents and community members have an important and enhanced role in the independent status initiatives.

This information handbook is designed to help familiarise you with aspects of the school organisation and procedures. We suggest you retain it for future reference. Please do not hesitate to enquire if we can be of any further assistance.

I look forward to meeting and working with you throughout the 2015 school year.

Yours sincerely
Andrew Holmes
Principal

Assistant Principals / Team Leaders

The school Administration team consists of the Principal and three Assistant Principals. The leadership role is shared dependent on the operation or project being undertaken.

For 2015 our Administration team has direct responsibility for Learning Teams and Learning Areas in the following structure. Parental queries should be directed to the appropriate Administration member.

Mandy Ward
Kindergarten, Pre Primary and Year 1

Rebecca Coslani
Year 2 and 3

Trevor Williams
Year 4, 5, and 6
Administration Staff

The School Administration Ministerial Officers for 2015 are:

Business Manager
Sue Forman

School Officers
Nicola Spires
Elena Chitty
Amanda Briggs
Jane Farmer

Kindergarten Administration
Monday to Thursday mornings  8.15am – 10.00am

School Facilities

Buildings and facilities at the school include:
- Administration block.
- Main Teaching Centre incorporating thirteen learning areas with associated activity areas.
- Twelve transportable learning areas.
- Six Offsite Kindergarten learning areas.
- Performing Arts Centre including dance room, covered assembly area and canteen.
- Visual Arts Centre.
- Information Centre.
- Early Learning Centre including Pre Primary to Year One classrooms.
- Specialist Centre, including upper classes and music room.
- Early Years Centre
- Oval, hard courts and practice wickets.
- Dental Therapy Centre and office.
- Before and After School Day Care.
Campbell Primary School as an Independent School

This is an important step in giving all public schools more autonomy and cutting red tape. Campbell Primary started as an Independent Public School in 2010.

This initiative gives school more ownership of overall school direction, teacher selection, education programmes, values/ethos and discipline, and behaviour management. Principals and staff will have more authority and freedom from central policies, procedures and compliances. However, there will be strict accountability measures in place.

The acceptance of our application and the setting up has been about taking initial advantage of the flexibilities and determining what is best in the short term, and identifying the opportunities to be explored for the medium and long term.

Flexibilities we have put in place include:

1. Merit selection of staff – both permanent and fixed term staff. Includes the ability to continue fixed term staff beyond 12 months. This has given us the ability to manage our staffing profile, look longer term in terms of professional development, staff roles and succession planning.
2. Employing a School Psychologist to work at the school. This has been significant as we have been able to appoint a person, and then use a flexible approach in terms of parent meetings, observation, staff presentations.
3. Human Resource management including,
   a. Manage relief costs as a one line budget.
   b. Manage payroll at the school level.
4. Undertaking Faults management and some routine maintenance – Faults management has been available for some time, but I have steered away from it as my Office has not been staffed to handle it. In looking at my routine management history, there was not a great benefit in managing our own. However, high cleaning has been an issue with Campbell in terms of a two storey building, it was seen as an opportunity to manage timing and tie in other programmes.

In some cases this has been significant change, and in others it is minor. We have taken the view that some flexibilities will lead to other opportunities in the longer term.

Campbell Primary School Profile

The future will demand of our students the ability and willingness to learn and to go on learning throughout their lifetime.

To enable students at Campbell Primary School to achieve their academic and social potential, it is essential that the school develop a positive collaborative and co-operative culture within the school and community. In this context, the learning needs of students, the professional knowledge and enthusiasm of staff and the expectations of the community will be used to establish quality learning and teaching programmes and ensure the maximization of educational opportunity and potential for each student.

The achievement of this vision relies upon the pedagogy of the school being outcomes based and centring upon the needs of students as individuals and groups.

Professional Excellence will be demonstrated by a shared commitment and pursuit of best practice based upon an eclectic approach, active sharing of professional knowledge, the willingness to work in collaborative teams to achieve key outcomes, high personal performance and mutual respect and support for colleagues.

Information Technology will be integrated into the teaching and learning programmes of the school to support quality teaching and learning and the basis for reporting systems and administration.
The roles of all within the school are based upon:

- A clear customer focus encompassing students, parents and staff.
- Team building to enable staff to work in collaborative teams around specific outcomes and learning areas.
- Opportunity and empowerment of key staff to take leadership roles.

The achievement of this will rely upon establishing a strong sense of community within the school where the school culture is based upon partnership, in education and ensuring all groups feel valued.

The achievement of excellence within Campbell Primary School is dependent upon the quality of the educational experience and the group and individual needs and interests of the students.

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**Our Vision**

Our vision is to ensure that all students develop the knowledge, skill and confidence to achieve their individual potential and to contribute to society, which will establish the foundation for life long learning.

We therefore seek to ensure:

- Students use language to understand, develop and communicate ideas and information and interact with others.
- Students select, integrate and apply numerical and spatial concepts and techniques.
- Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
- Students select, use and adapt technologies.
- Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
- Students visualise consequences, think laterally, recognize opportunity and potential and are prepared to test options.
- Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
- Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
- Students interact with people and cultures other than their own and are equipped to contribute to the global community.
- Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
- Students value and implement practices that promote personal growth and well being.
- Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
- Students recognize that everyone has the right to feel valued and be safe and in this regard, understand their rights and obligations and behave responsibly.
Our Values

The actions of the Campbell Primary School community are guided by four core values:

**Learning**
We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

**Excellence**
We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. These standards and expectations challenge all of us to give our best.

**Equity**
We have the right to a workplace that is free of discrimination, abuse or exploitation. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

**Care**
We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

Enrolments

To enrol at Campbell Primary School there are a number of eligibility requirements. These include:

**Resident in the Local Intake Area:**

The school priority is for students whose family currently reside within the boundaries of the Campbell Primary School **local intake area** as have been determined by the Department of Education. A map of this area is available from reception (*please see map on next page*). Parents wishing to enrol their child/ren at Campbell Primary School are required to supply three pieces of proof of residency.

The Department of Education requires parents to advise the Principal in writing if they change their residence to out of the Local Intake area of Campbell Primary School.

- Parents and Guardians are to be aware that they must inform the Principal in writing of any changes to their address and that an enrolment may be reviewed and/or cancelled due to a change in residential circumstances. This is in accordance with section 16 of the Education Act.

**Age**

A **birth certificate or extract of birth or passport** must accompany the Application for Enrolment. Students will be placed in the year of study corresponding to their age group.

**Special Needs**

Parents of students with special needs are asked to contact the school to discuss these needs when the Application for Enrolment has been approved to ensure that the most appropriate programme is in place to meet the student’s needs.

**Overseas Students**

Students who were born overseas must be naturalised Australians or hold the appropriate visa before applying at the school. For overseas students who are in Australia using an entry visa, it is necessary that the office sight the **passport and visa** of the **parent** - primary visa holder — and **student** at the time of Application for Enrolment. Parents are asked to advise the School Administration if the child’s visa number changes.

**Immunisation Records**

The school must sight a copy of each student’s immunisation records at the time of Application for Enrolment.
The following defines the local-intake area of this school -

From the intersection of Ranford Road and Nicholson Road, north east along Nicholson Road to Birnam Road, south east along Birnam Road to Fraser Road North, north east along Fraser Road North to Amherst Road, south east along Amherst Road to Fraser Road North, north east along Fraser Road North to Amherst Road, south east along Amherst Road to the intersection with Campbell Road, south through the public open space and lakes - with the following three streets on the east - Corsham Gardens, Ladham Turn, Welbeck Road and Repton Loop, and the following two streets on the west – Prior Close and Sandringham Promenade - to the intersection of Sandringham Promenade and Welbeck Road, south east along Sandringham Promenade to Warton Road, south west along Warton Road to Ranford Road, and north west along Ranford Road to Nicholson Road. The boundary parts of Nicholson Road (east side), Birnam Road (south west side), Fraser Road North (south east side), Amherst Road (south west side), Prior Close (both sides), Sandringham Promenade (both sides), Warton Road (north west side) and Ranford Road (north east side), are included within the local-intake area of this school. The boundary parts of Corsham Gardens, Ladham Turn, Welbeck Road and Repton Loop (both sides in all cases) are excluded from the local-intake area of this school.

The School Education Act 1999 guarantees a place for every child in the compulsory years of schooling (year 1 to year 7) in their local school. Children enrolled in kindergarten and or pre-primary are allocated positions based on a cluster model and selection criteria as outlined in the Education Act and may not be attending their local school. The School Education Act 1999, also encourages parents to have choice of schooling options. Campbell Primary School welcomes enquiries from families outside the local intake area.

Local Intake map can be viewed on the School Website www.campbellprimaryschool.wa.edu.au, click on Link – About Campbell PS, click on Local Intake Map
Eligibility for Enrolment In Kindergarten and Pre Primary

The Department of Education’s selection process for places in Kindergarten and Pre Primary was reviewed in 2003. Below are the eligibility guidelines for selection of places in 2015 for schools that are local intake schools.

LOCAL INTAKE SCHOOLS

1. Children living in the intake area of the school and who will have a sibling enrolled at the school in 2015.
2. Children who live in the intake area of the school but will not have a sibling at the school in 2015.
3. Children who live outside the intake area of the school and who will have a sibling at the school in 2015.
4. Children who live outside the intake area of the school and who will not have a sibling at the school in 2015.

Note: If there is more than one child in any of the above categories, priority will be given to children living closest to the school, measured in a straight line from place of residence to the school.

PLEASE NOTE:
Students who are currently enrolled in the 2015 programme at Campbell Primary School and live outside the school’s local intake area will not be guaranteed a place in 2016. Students need to apply to the school within their local intake area for 2016.

Communicating Between School and Home

The relationship between home and school plays a very important part in a child's education.

Communication between our school and parents is seen as essential to promoting a mutual understanding between both parties to enhance the quality of education at this school. With effective communication it is believed that a more supportive environment will develop.

We cannot overestimate the critical role parents play in successful learning. Parents contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children's learning and successful teaching builds on the home experiences of the child. This is most effective where there is an active partnership with parents.

Two-way communication is a critical factor in the partnership between parents and the school. Where a partnership exists, it is easier for parents to feel confident about the teaching and learning taking place in the classroom and to solve problems.

We will seek to keep parents well informed about what is happening at our school.

How our School Communicates With Parents
Communication will take place in many different forms -

• Regular information about the school through newsletters
• Formal Written Reports and other reporting mechanisms
• P & C Meetings (Monthly)
• School Board Meetings (2 per term)
• Parent Information Evenings (Early Term I)
• Parent-teacher interviews (as required)
• Notes and letters
• Surveys
• Annual Report
• Displays of children's work
• Assemblies (at least one per class each year)
• Special events and celebrations (eg Graduation Night in December)
• Parent information booklets
• Parent information sessions
Parents are welcome to talk to their child's teacher when they need to and should make an appointment to avoid disrupting the learning program or preparation time that occurs before school.

**Addressing Enquiries, Concerns, Requests or Complaints**

At Campbell Primary School our staff acknowledges any enquiries, concerns, requests or complaints from parents and other school community members and welcome any questions or feedback. Our policy in dealing with enquiries, concerns or complaints is simple and straightforward:

*Our school will maintain processes to ensure enquiries, concerns, requests and complaints are addressed promptly and in accordance with the principles of natural justice. Every effort will be made to resolve any issues at the local level.*

This policy is based on good practice and system wide policy from the Department of Education. It ensures that enquiries, concerns, requests and complaints are dealt with promptly, consistently and fairly and contribute to continuous improvement.

The partnership between parents and our school is strong. Parents and school community members can be confident that staff will listen and respond to their needs and concerns.

**Principles Underlying the Policy**

- In all matters the educational well-being of students is the first priority.
- All persons in the school community including students, parents, administrators, teachers and support staff, have a right to be treated with respect and courtesy.
- Parents and community members are able to raise concerns and make enquiries, requests or complaints about any aspect of school life and have them dealt with fairly and promptly.
- Processes for managing enquiries, concerns, requests or complaints are straightforward, reflect principles of natural justice and operate within the regulatory framework of the Department of Education.

**Advice For Parents and Guardians - What Can Parents do if They Have a Problem?**

- Many problems can be solved by seeking information as early as possible. If parents have any questions or concerns about their child's progress, or any other issues, they should contact the class teacher. The best way to do this is to contact the school office to arrange a mutually-convenient time for a telephone conversation or meeting.
- Interpreters, English as a Second Language Teachers and Teacher Assistants are available to assist parents in communicating with our school. Please contact the school or the local Regional Office if you would like the assistance of an interpreter.
- Parents have the opportunity for greater involvement in the school through the School Board and Parents and Citizens' Association. These provide the opportunity for parents to express opinions on policy issues in the school.

**Process to Follow When There is a Problem**

1. Try to identify the problem clearly before going to the school. If there is more than one problem, list them to ensure that the extent of the problem is clear to the school.
2. Decide whether the problem is a concern, query, request or complaint. This will help in finding a solution.
3. Make an appointment to talk with the teacher. This can be arranged through the school office.
4. Try to stay calm. Even if you don't feel it, being calm will help to get your concerns across more clearly than if you are upset or angry.
5. If the issue involves an incident involving another parent's child, do not approach the child or parent. Raise the issue with the school first.
6. Raise the issue with the Principal, if you feel the issue has not been resolved or addressed through initial contact with the relevant teacher.

**Recommended Procedures for Parents and Guardians in Raising Concerns or Complaints**

**School-level resolution**

**Stage 1: Discussion with relevant staff member**

Contact the class teacher or other relevant staff member to discuss the concern/complaint. This is best done by making an appointment through the school office. The staff will work with you to resolve the problem.

**Stage 2: Review or investigation at the school level**

Contact the principal who will work with you and the staff member to resolve the problem if your initial meeting with the relevant staff member did not resolve the issue. You may wish to formalise your concern/complaint. To do this, you may write to the principal who will acknowledge the letter with a written reply as soon as possible, even if a resolution is not available at this stage. The principal will consider the issue and identify what action is to be taken.
and by when, and will clarify the process if a formal complaint is to proceed. This action and timeline will be confirmed with you in writing.

*Note:* You should be aware that when a formal concern/complaint is made in writing about the performance of an individual staff member, that staff member will receive a copy of the document.

**Regional-level resolution**

**Stage 3: District resolution**

If resolution is not reached at the school level, contact the Coordinator of Regional Operations South Metropolitan District, Mr Iain Dennis at the Regional Education Office for assistance in resolving the issue. This will involve an independent review of the situation and may include mediation.

**Formal complaints**

**Stage 4: Central resolution**

In those exceptional circumstances where a formal process is required, the parent or principal can forward a complaint to the Director-General of the Department of Education.

**Parent Channels of Communication**

The following is offered as the first point of contact regarding particular issues:

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<tr>
<td>1</td>
<td>Child’s progress</td>
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<td>2</td>
<td>Behaviour issues in class</td>
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<td></td>
<td>Behaviour issues in the school yard</td>
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<td>3</td>
<td>Child placement in class</td>
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<td>4</td>
<td>School organisation</td>
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<td>5</td>
<td>General queries</td>
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<td>6</td>
<td>Dress Code policy</td>
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<td></td>
<td>Dress Code purchases</td>
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<td>7</td>
<td>Canteen</td>
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<td>8</td>
<td>Fundraising – Whole school</td>
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<td>Fundraising – Class based</td>
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<tr>
<td>9</td>
<td>Contributions &amp; Charges Policy</td>
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<td></td>
<td>Contributions &amp; Charges Payments</td>
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<tr>
<td>10</td>
<td>Excursions/Incursions &amp; Camps</td>
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<td>11</td>
<td>Newsletter</td>
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**Parent / School Contact**

For your child to gain full benefit from school, close co-operation between home and school is essential. Parents are always welcome to discuss their child’s progress or concerns with the Class Teacher, Administration Team Leader and the Principal. Please follow these steps:

1. Contact the teacher and organise a convenient time to seek clarification and further information. By organising a time in advance, parent/teacher discussions can be held in a confidential and informative manner. Trying to conduct an interview on the verandah or as the teacher is preparing for the day’s activities is inappropriate and often frustrating for parents and teachers.

2. If parents view the issues as not resolved, please contact the relevant Administration Team Leader or the Principal by organizing a convenient time through the School Administration.
Assemblies

At Campbell Primary School, whole school assemblies are held fortnightly on a Friday morning commencing at 8.40 am in the undercover area. Assemblies are conducted by Student Councillors and School Administration with Merit Certificates and Campbell Champions presented to students. Please refer to the school Term Planner for assembly dates and class presentations.

Newsletter

The School Newsletter will be distributed each Thursday by email and to the eldest child in the family at school for those families who wish not to receive their newsletter electronically, for the benefit of parents and friends.

An electronic version of the newsletter is available on the school website www.campbellprimaryschool.wa.edu.au by the close of school each Thursday. Archived newsletters for the school year are also available on the school website.

Campbell APP

Campbell Primary School has developed an APP to enable our community to stay in touch with the school and it’s many events. Our APP is available in Apple and Android version, from their respective APP stores. We encourage parents to download the APP to receive push notifications, be able to access attendance for their child, see canteen menus, newsletters and much more.

Reporting To Parents - Student Reports and Portfolios

Reporting at Campbell 2015

Parents will receive summative reports twice per year:

- End of Term 2
- End of Term 4

It is proposed that the evaluations and comments made in these reports will be supported by evidence demonstrated through:

First Semester

- The parent interview and judgements made in the first semester summative report will be supported by reference to classroom records, collected samples in the form of annotated pieces of work and classroom workbooks. Each Learning Team will make a decision as to how the evidence of progress will be stored in the classroom. These documents will not be sent home in the form of a Portfolio.
- Kindy and Pre Primary classes will continue to send home a Portfolio.

Second Semester

- Parents may request an interview with their classroom teacher if required.
- Judgements made in the second semester summative report, will be supported by reference to classroom records, collected samples in the form of annotated pieces of work and classroom workbooks. These documents will be sent home in the form of an “evidence of learning” file.
- Kindy and Pre Primary classes will continue to send home a Portfolio.
- Pre Primary will receive a written report at the end of the year.

Parent Involvement

Parents & Citizens Association

The P & C meets monthly and is a major contributor to the efficient running of the school. Parents & Citizens Associations are directed under the Education Act towards two major aims:

1. To promote the interest of the school by endeavouring to bring about a close co-operation between parents, other citizens and teachers.

2. The provision of facilities and amenities and other educational needs not provided directly by the government. Meeting dates are advertised in the Term planner and school newsletter.
Parent Helpers

Parent assistance in the classroom and with school activities is always very welcome. It gives parents the opportunity to take an active part in class activities and to develop an understanding of how children learn. At the same time parent help enables teachers to give more individual attention to members of the class. If you wish to assist in the class, please contact your classroom teacher, the Assistant Principals or watch for notes in the school newsletter asking for assistance with special school events.

Police Clearance and Confidentiality

Parents working with children in the classroom are required to complete a Department of Education “Confidential Declaration” which is available from the school office.

School Visitors

For the safety of our students, staff and resources, visitors to the school outside of normal student pick up and drop off times, are asked to report to the School Administration before moving through the school. All school visitors and parent helpers must wear a badge to show they are official visitors to the school.

School Board

The School Education Act 1999 provides for School Councils to enable parents and members of the community the opportunity to engage in activities that are in the best interests of students and enhance the education provided by the school.

Specifically, the functions of the Board are to:
1. Take part in:
   - Establishing and reviewing the school’s objectives, priorities, and general policy directions.
   - Financial planning to support the above.
   - Evaluating the school performance in achieving the above.
   - Formulating codes of conduct for students.
2. Promote the school in the community.
3. Determine, in consultation, a dress code for students.
4. Approve:
   - Contributions, charges and extra cost optional components of the school educational programme.
   - Items for personal use in the educational programme.
   - Advertising and sponsorship arrangements.

The Campbell School Council was established in 2002 and became a School Board in 2010.

Campbell School Structure

Assistant Principals

The School Administration consists of the Principal and three Assistant Principals. The leadership role is shared dependent on the operation or project being undertaken. The Assistant Principals also have the focus of:

- Information and Communication Technology
- Teaching and Learning
- Inclusivity
- Literacy / Numeracy

Learning Teams

Campbell Primary School is divided into four Learning Teams for 2015 with one Administration staff responsible for those areas.

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<thead>
<tr>
<th>Year Level</th>
<th>Administration</th>
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<tbody>
<tr>
<td>Specialist Teaching</td>
<td>Andy Holmes</td>
</tr>
<tr>
<td>K, PP and Year 1</td>
<td>Mandy Ward</td>
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<tr>
<td>Years 2 and 3</td>
<td>Rebecca Coslani</td>
</tr>
<tr>
<td>Years 4, 5, and 6</td>
<td>Trevor Williams</td>
</tr>
</tbody>
</table>
Factions

All primary students will be placed in a faction soon after they are enrolled at school. Students from the same family will be placed in the same faction.

_Campbell’s factions are:_

- **Bradman**  Green
- **Longley**  Red
- **Fraser**  Blue
- **Strickland**  Gold

Information and Communication Technology

The integration of Information and Communication Technology (ICT) at Campbell Primary School extends across all learning areas to enhance and improve learning opportunities.

Students and teachers have access to a wide range of networked equipment including iPads, PCs and Mac Books, as well as software, to support teaching and learning programmes across the school.

The use of iPads in classrooms has become a fundamental part of our Junior School Programme, being used to support all students with their Literacy and Numeracy development. Our Middle and Upper Primary students use many different technology platforms to support their learning across all Learning Areas.

In 2015 the Year 5 students will be trialling the Bring Your Own Device to school. They will have the opportunity to bring an Apple iPad to use in their teaching and learning programme.

Teachers are committed to ensuring our students become confident, creative and productive users of technology and develop an understanding of the impact of technology on the society in which they live.

Student Leadership and Councillors

An essential part of the school is the role played by Year 6 students in providing student leadership within the school. Students have the opportunity to take a number of leadership roles within the school. These include formal roles of Student Councillor and Technology Team Leader. However, leadership also encompasses a number of informal and occasional roles which students will be expected to fulfil.

Specialist Teaching Staff 2015

Campbell Primary School is an Independent School. The teaching staff reflects a wide range of interests, experience and skills. The essential skill demonstrated is the ability of staff to work collaboratively in learning teams to meet the needs of all students.

In addition to the learning team, Campbell Primary School has specialist teachers in the following learning Areas:

- Performing Arts – Music: Ms Almeida and Mrs West
- Visual Arts – Art: Mrs Louise and Mrs Musca
- Health and Physical Education: Mrs Gill and Mrs Slee
- Science: Mrs Raphael and Mrs Light

Specialist Programmes

Visual Art

The primary aim for The Visual Arts programme is that students will develop creative ways of expressing themselves and use art as a form of communication.

Results are secondary to the creative process and to the skills taught Children are encouraged to be brave and have a go and enjoy the process of creating.
Students are involved in a variety of media, clay, paint, pencils, crayons, chalk pastels and charcoal. They obtain experiences in the techniques of printing, paper mache, collage, clay work, and large 3D sculptures.

They learn to evaluate and respond to artworks produced by themselves, their peers and society. They study the importance art has in all our lives and the impact it makes on it. Artist create art, to communicate ideas, and to be both functional, and decorative. We examine the wide diversity of arts from other cultures. The students appreciate and value the worth and importance of art as it surrounds them and influences choices they make in their lives.

The students artwork is displayed, in the library, the administration block, the art room and the children’s own classroom throughout the year.
At the end of the school year student work is selected to be professionally framed and displayed in the front office for the following year. This is then presented to the student artists, where, it is hoped that it will take pride of place in their own homes.

### Performing Arts: Music

All students from Kindergarten to Year 6 have the opportunity to learn Music at Campbell Primary. Students participate in a one hour music lesson each week where they learn a large range of skills through a creative and exciting program. Campbell Primary School performs at many successful musical events. These include performances at ANZAC Day, assemblies, the Australian Band and Orchestra Conductors Festival and many other musical events. Our school also holds night time concerts for family and friends to support the students in their music learning.

The school is involved in the Instrumental Music Schools Services (IMSS) programme and has tuition available in Flute, Clarinet, Trumpet, Low Brass, Percussion and Classical Guitar. As students become proficient on their instruments they are able to join the:
- Campbell Band/s
- Contemporary Rock Band

We also run a large choral program with a Senior Choir open to all students Years 4 to 6 who love to sing! In the past we have presented school musicals, performed at Massed Choir Festivals and WAGSMS concert series.

Our focus for Music has been guided by the Draft National Curriculum for the Arts (Music) developed by ACARA. Our programme at Campbell encourages the children’s enjoyment of Music via movement, singing, playing instruments, listening to a variety of music, composing using available instruments and utilising the excellent technological facilities that we have at Campbell. Children are encouraged to learn within contexts that are developmentally sound and we have aides to assist children with special needs. We encourage usage of Arts language at Campbell and introduce the recorder in Year 3 to encourage note reading and performance. In the higher grades recorder continues and is a good preparation for entry into the IMSS programme in Year 5.

We contribute to the arts education process at Campbell by placing the students in relationship to the Draft National Curriculum (Arts) by
- Observation in class during activities.
- Use of checklists related to musical elements e.g. pitch, rhythm, timbre, texture etc.
- Children’s own reflective observations and assessments made during class work.
- Standardised testing such as Musical Aptitude Indicator (MAI).
- Encouraging our students to have their excellence recognised by applying for scholarships in Arts subjects.

At Campbell we are giving our children the opportunity to experience Music as a tool of communication, as a reflection of their culture and as method of expression that they can continue all their lives.

### Physical Education

The primary focus of the Physical Education Program is to develop and enhance the physical activity skills of all students and to encourage and foster a positive attitude toward a healthy and active lifestyle. Every student participates in a one hour Physical Education class per week combined with a daily fitness program which provides
a minimum of two hours per week physical activity for every student at Campbell PS. Many students have the opportunity to spend more than two hours participating in a variety of physical activity programs. Campbell PS prides itself on its inclusive Physical Education program, a program that also adapts and caters for an ever changing school context.

Outcomes targeted in the Physical Education program

Skills for Physical activity: The development of movement skills and strategies necessary to confidently and competently participate in any physical activities.

Attitudes and Values: Students positively look at the value of having a healthy and physical life in society.

Self Management Skills: The progressive development of the skills required for students to make informed decisions about health and physical activity. This includes decision making, planning, goal setting, time management, stress management and self esteem development.

Concepts for a Healthy Lifestyle: The development of health and physical activity knowledge and understandings that enable students to make informed decisions to create an active, healthy lifestyle.

Physical Education Programs that are offered at Campbell Primary School include:

- Daily fitness sessions
- Friday afternoon Sport sessions for Years 6 that focusing on maximum participation
- In term swimming lessons for Years 1-5
- Cross Country and Athletics carnivals with a focus on maximum participation and inclusiveness.
- Tennis coaching on Monday and Tuesday mornings before school, in terms 1, 2, and 4, through Darren Draper Tennis.
- Campbell Golf Academy run by the club professional at Gosnells Golf Club for years 1-6
- Soccer coaching on Wednesday mornings before school all year with Total Football Academy.
- Opportunities to participate in community based sports tournaments
- Variety of clinics by development officers and associations
- Lunchtime sport tournaments organized and played by students (Sport Education in Physical Education Program)
- First aid training for all students Kindergarten to Year 6 (every second year)
- Opportunities for Year 6 graduating cohort to participate in water sport activities, for example sailing.
- A diversified Physical Education program that not only focuses on core sports and skill development, but offers the chance for students to experience sports that they may not normally be exposed to for all years PP-6.

- South Central Sports Association interschool events including;
  1. Summer Carnival (volleyball, softball, softcrosse, cricket and basketball)
  2. Cross Country at Homestead Park
  3. Winter Carnival (netball, flagbelt, football, soccer)
  4. Athletics Carnival at Ranford Primary

The Physical Education Focus for Each Year Level at Campbell Primary School

Pre Primary and Year 1: will learn how to play together and learn to share equipment. The Physical Education focus is:

- Listening skills
- Sharing equipment
- Cooperation
- Learning playground games
- Fundamental small ball handling skills
- Fundamental large ball handling skills
- Playing safely at school
- Spatial awareness
- Developing Fundamental Movement Skills (running, jumping, hopping, skipping etc)

Year 2 and 3: will be focusing on developing their small ball skills, striking skills and their ability to achieve success by working together. The Physical Education focus is:

- Striking skills
- Kicking skills
- Object control skills
- Cooperative games
- Team work
• Small ball skills
• Large ball skills
• Fundamental movement skills
• Spatial awareness

**Year 4 and 5:** will focus on developing a positive attitude towards physical activity and learning fair play. Students will also experience a game sense approach to learning. The Physical Education focus is:

- Cooperation
- Teamwork
- Adventure experiences in the playground
- Small ball games
- Learning strategies & tactics
- Game sense approach (learn skills, rules & strategies through playing games)
- Learning sport for leisure (ultimate frisbee, boccie, table tennis etc)
- Small ball skills
- Large ball skills

**Year 6:** will focus on developing positive attitudes towards being physically active and developing leadership skills and management skills. The Physical Education focus is:

- Cooperation
- Teamwork
- Adventure experiences in the playground
- Learning strategies & tactics
- Game sense approach (learn skills, rules & strategies through playing games)
- Learning sport for leisure (ultimate frisbee, boccie, table tennis etc)
- Goal setting
- Creating games
- Sport management
- Small ball skills
- Large ball skills
- Sport Education in Physical Education Program (SEPEP)

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

EAL/D programmes in selected schools support EAL/D students to attain English language proficiency, which is necessary for successful participation in mainstream schooling.

The **EAL/D Support Programme** is designed to address the needs of students from culturally and linguistically diverse backgrounds. The focus of the programme is on improving oral and written English language competence across the curriculum.

The EAL/D teacher works in a collaborative model with the school staff to support the planning, implementation and evaluation of appropriate programmes within the whole school and the classroom.

The EAL/D staff work with students and classroom teachers in a variety of settings. These include whole class support, small group work and individual instruction.

An **Intensive English Centre (IEC)** provides specialist intensive English language tuition for newly arrived students requiring English as an Additional Language. Students are entitled to receive one to two years of specialist intensive English support, depending on their language and learning needs. However, most students typically remain in an IEC from 6 to 12 months, before returning back or moving on to their local primary school.

An Intensive English Centre is the preferred place of enrolment for eligible students who arrive in Australia and need assistance learning the English language.

The nearest Intensive English Centre to Campbell Primary School is Thornlie Intensive English Centre located on the grounds of Thornlie Primary School. Bus transport is provided for eligible students attending this IEC.
It was established in 2010 and enrols students from diverse cultural and linguistic backgrounds who are new to Australia and English, living within Thornlie and surrounding suburbs.

Parkwood Primary School also has an Intensive English Centre attached to the main school and is within reasonable driving distance of Campbell Primary School. It was established in 2003.

The IEC program focuses on developing students’ English language communication skills achieved through the use of pedagogy specific to Stage 1 learners. Monitoring and reporting of students’ progress is conducted using the EAL/D Progress Map. This is a local Western Australian document. The EAL/D Progress Map provides explicit information for teachers, enabling them to make accurate judgements about student progress and achievement in learning English. In addition, it provides information to assist teachers in determining their students’ needs and in helping them to plan effective teaching and learning programs to meet these needs.

Further information is available and updated on the Campbell Primary School website.

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**Science**

In 2015 Campbell Primary School will offer specialist Science teachers to run our Science lessons for Year 1 to Year 6.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

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**Performing Arts - Dance**

In 2015 Campbell Primary School will be offering Dance Troupes as an in school elective for students from Year 3 to 6. Dance Troupes for Year 3 and 4 Girls will run on Friday afternoons with Mrs Slee and Year 5 and 6 Boy/Girls will run on Wednesday afternoons with Mrs Gill.

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing.
Early Childhood Education Programmes

Kindergarten (4 year old) and Pre Primary (5 year old) Programmes

Campbell Primary School offers both a full time Pre Primary programme and sectional Kindergarten programme. The organization for the provision of programmes for Kindergarten and Pre Primary will vary from year to year, depending upon student enrolments.

The Kindergarten programme is offered to 4 year olds on a five day fortnightly basis at Campbell Primary’s Offsite Kindergarten, Lifey Street, Canning Vale (Opposite IGA on Campbell Road).

Session times are:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Week One</th>
<th>Group B</th>
<th>Week One</th>
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<tbody>
<tr>
<td></td>
<td>Monday and Tuesday</td>
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<td>Thursday and Friday</td>
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<td>8.45am – 2.50pm</td>
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<td>Wednesday</td>
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<tr>
<td></td>
<td>8.45am – 2.25pm</td>
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<tr>
<td>Week Two</td>
<td>Monday and Tuesday</td>
<td>Week Two</td>
<td>Wednesday</td>
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<td>8.45am – 2.50pm</td>
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<td>8.45am – 2.25pm</td>
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</tbody>
</table>

The Pre Primary programme is offered on a full time basis, 5 days per week.

- Monday, Tuesday, Thursday, Friday
- School Hours: 8.40am – 2.50pm
- Wednesday
- School Hours: 8.40am – 2.30pm
- Please note early closure on Wednesday
- Classrooms open from: 8.25 am

Voluntary Contributions and Charges

The Department of Education’s policy on Contributions, Charges and Fees requires schools to outline the schedule of contributions and charges for 2015. The Campbell schedule is broken into four sections and will allow you to calculate all costs that may be incurred throughout the 2015 school year.

1 Contributions

<table>
<thead>
<tr>
<th>Learning Area Activities</th>
<th>$20.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Resource Materials</td>
<td>$5.00</td>
</tr>
<tr>
<td>English Resource Materials</td>
<td>$5.00</td>
</tr>
<tr>
<td>Science Resource Materials</td>
<td>$5.00</td>
</tr>
<tr>
<td>Information &amp; Communication Technology Consumables</td>
<td>$10.00</td>
</tr>
<tr>
<td>Learning Area Consumables</td>
<td>$15.00</td>
</tr>
<tr>
<td>Total Contribution Per Student</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

The total amount of voluntary contributions parents and carers are being asked to pay has been calculated and endorsed by the School Board and the P&C as $60 per child for the first two children in the family and $50 per subsequent child.

Money collected will be used to supplement school expenditure in the areas listed below. The actual costs per child are shown in the table beneath. While contributions are voluntary, the quality of our teaching and learning program will be maximised when each family contributes to the cost of supplementing funding gained from other sources, including the State and Commonwealth governments.

2 Charges For Extra Cost Optional Components

A breakdown of estimated charges for your child’s participation in incursions, excursions, activities, etc. for 2015, endorsed by the School Board, has been outlined in the schedule below. Students will only incur costs when they
are involved in a particular activity. The amounts indicated on the schedule represent the maximum charged for scheduled activities in 2015.

In 2015 we are asking for Parents/Guardians to pay the costs of Swimming, Excursions and Incursions (outline of costs shaded below) together with their Voluntary Contribution and P&C Levy at the commencement of the school year.

The charges schedule below includes costs associated with:

- **Specific learning activities, available to all students, but conditional on a payment being made prior to commencement of the activity.**

<table>
<thead>
<tr>
<th>Description</th>
<th>K</th>
<th>PP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>In-term Swimming (Pool entry &amp; bus fare)</td>
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<tr>
<td>Incursions</td>
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<tr>
<td>Excursions</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>

Surplus funds accumulated at the end of the year may be rolled over to the following year, transferred to another sibling or a refund by cheque.

- **Specific learning activities, available to selected students, but conditional on a payment being made prior to commencement of the activity.**

<table>
<thead>
<tr>
<th>Description</th>
<th>K</th>
<th>PP</th>
<th>1</th>
<th>2</th>
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<td>Sport</td>
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<td>Graduation Lunch</td>
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<td>Canberra Camp</td>
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</table>

- **Specific learning activities, available to selected students, but conditional on a payment being made prior to commencement of the activity.**

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<th>Description</th>
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<td>Sport (Interschool)</td>
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<td>Golf Academy</td>
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<td>Science</td>
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</tbody>
</table>

**3 Items For Personal Use In The Educational Program**

The charge for personal use items will vary from student to student and includes:

a. Pupil requirements for all students, used in lessons
   eg Stationery items, recorder, calculator, library bag, art shirt.

b. Pupil requirements recommended but not essential for all students
   eg Tissues, soap, dress code and uniform items etc.

A copy of the Personal Use Items that is recommended for your child have been posted or sent home to you in the previous weeks.
Your child will need to have the items listed in his/her possession each school day in order to maximise participation in the learning opportunities/activities presented. It may be necessary to replace some items such as pencils throughout the year.

### 4 Voluntary Approved Funds

Voluntary Approved Activities at Campbell Primary School include school fundraising and P&C fundraising activities including $10 P&C Levy. Participation in these activities is purely on a voluntary basis and may involve sponsorship for an activity or a donation.

Approved school and community fundraising events may include:
- Free dress days
- Jump Rope for Heart
- A designated community charity group ie. Cancer Foundation, Cerebral Palsy, Downs Association
- Main Event

Parents will be made aware of these and other P&C activities though the school newsletter.
Organisational Information

Campbell Primary School Behaviour Management Policy

The Campbell Primary School BMIS aims to promote a cooperative and safe environment for students, staff and parents. The system in place is based on the Canter approach of assertive discipline and behaviour management.

The goal of assertive discipline is to teach students to make responsible choices and follow frameworks of responsible and acceptable behaviour within the classroom and in the playground.

The aim at the school level is to continually develop cooperation among students and develop behaviour management in a wider context. Recognition will be given to students who constantly follow school rules and contribute positively to the school.

Each classroom teacher will develop, in consultation with students, a Class BMIS Plan that outlines expected behaviours within the classroom.

These plans will incorporate:

1. Class rules which are linked to the school rules.
2. Positive recognition to generate a positive learning environment within the classroom.
3. Consequences for students who choose not to follow rules.

The Class BMIS Plan aims to develop a fair and consistent way to establish a safe and positive classroom environment in which students can learn and teachers can teach.

Recognition will be given to students who constantly follow class rules and contribute positively to the classroom. The school is the community’s major institution for the socialisation of children. Our discipline policy is intended to socialise the children attending this school but to be successful it requires the support of the three groups – parents, teachers and students. With this in mind, we intend to achieve these goals:

1. To develop responsible and self disciplined students.
2. To develop a caring school environment.

Following are the School Rules with an explanation of what is required by students.

1. **STUDENTS ARE TO BE PREPARED**
   - Our equipment is readily available at the commencement of all lessons. This includes pencils, ruler, biros and homework.
   - We cease games or other activities and move directly to rooms when the bell sounds – be punctual.
   - We leave all valuables at home.

2. **STAFF AND STUDENTS TO BE COURTEOUS**
   - We listen when someone is speaking and don’t interrupt.
   - We are pleasant to and about others.
   - We walk around people who are talking eg teacher/student.
   - We knock before entering another classroom.

3. **STAFF AND STUDENTS ARE TO RESPECT THE RIGHTS OF OTHERS**
   - We respect other people’s property.
   - We only use sport equipment at recess or at lunchtime.
   - We only enter a classroom with a teacher being present.

4. **STAFF AND STUDENTS ARE TO LET OTHERS LEARN**
   - No calling out in class – use of hand for a request.
   - During school hours, verandahs are quiet areas.
5. STAFF AND STUDENTS ARE TO ACT IN A SAFE AND CARING MANNER
   • We know the appropriate path to take in emergencies eg fire.
   • We walk in all covered areas, paths and verandahs.
   • We wear school uniform and shoes.
   • We always wear our hats when outside.
   • We must not leave school grounds without permission.
   • We walk our bikes, ripsticks and scooters in the school grounds.

**Campbell Primary School Bullying Policy**

**WHAT IS BULLYING?**
Most definitions of bullying agree:
- It is deliberately hurtful (either physically or psychologically).
- It is repeated often over time.
- It is difficult for the people being bullied to defend themselves against it – he/she is weaker physically or psychologically.

Bullying can be divided into three types:

1. PHYSICAL – including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings, throwing objects at someone or locking someone in or out.
2. VERBAL – name-calling, making offensive remarks, teasing put-downs.
3. EMOTIONAL – spreading rumours, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.
4. CYBER – using online medium to spread rumours, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.

At Campbell Primary School it is our aim to create a “non-bullying” environment:-
- Where we aim to promote a school ethos wherein bullying is openly discussed and seen as unacceptable behaviour.
- Where we emphasise the importance of respecting the feelings and emotions of others.
- Where we are given the opportunity to discuss tolerance and friendship and to learn strategies to promote communication, problem solving and conflict resolution.
- Where we can lay the foundations for proactive prevention of potential bullying situations.
- Where the focus is on finding a solution and not finding someone to blame.
- Where bullying (physical, verbal or emotional) is not tolerated.

**Dress Code**

The Campbell Primary School community believes a dress code:
- Establishes and enhances the image of the school.
- Establishes school spirit and teamwork.
- Ensures students are safely dressed for specific school activities.
- Encourages equality among students.
- Prepares students for work, as many work places have dress and safety codes.

The wearing of the school uniform at all times is encouraged. Children representing the school in the choir or sports teams must be properly attired.

**Uniforms are available for purchase during normal office hours from the School Administration – Monday to Friday 8.00am till 4.00pm.**

Parents have the opportunity to place orders throughout the year for summer and winter. Order forms are available from the Campbell web site and the School Administration. Parents are encouraged to place orders at the Administration at their convenience and items will be delivered to their child’s class.

**Dress Code Requirements**
Students are encouraged to wear the following:
**Girls**
- Navy shorts, skorts, track pants.
- Ochre polo shirt, navy zip jacket.
- School dress.

**Boys**
- Navy shorts, track pants.
- Ochre polo shirt, navy zip jacket.

Faction shirts are also available.

**Name Tags**
All school clothing should be marked clearly with the family name using either name tags or a marking pencil. To ensure privacy of students names are not to be written externally on uniforms.

**Physical Education and Playground Activities**
To support our Physical Education programme at school it is important that students are appropriately dressed for activities. This includes appropriate footwear, not sandals or thongs. To ensure that girls are not restricted for all these activities, parents should consider providing their girls with shorts or sports pants.

**Graduation Uniform**
Students in Year 6 may purchase a Graduation Student shirt and jacket. These items are part of the school uniform and are to be worn with school uniform base clothing. Students are required to wear these items for special occasions ie: Graduation, and on the Campbell to Canberra trip at the end of the school year.

**Hair and Jewellery**
- Hair should be neat and secured away from the face. Hair that is shoulder length or longer is to be tied back. This is a health and safety issue.
- Coloured hair is acceptable for designated fundraisers such as ‘wacky hair day’ and for sports carnivals where hair is coloured at home. Coloured hair is not acceptable at any other times.
- Jewellery should be restricted to a watch, sleepers or studs.

**Homework**
Homework is seen as valuable in the revision and extension of class work and to help develop independent learning. However, homework must be relevant to the child’s individual needs and developmental stage and reflect activities being undertaken in the classroom. Homework is not set just for homework. Classroom teachers will outline their homework policy at class meetings held at the beginning of the year and answer any questions you may have regarding school work at home.

Parents can support the classroom homework policy by:
- Providing a suitable study environment.
- Discouraging homework being completed in the vicinity of the television.
- Encouraging a set time for homework to be completed.
- Reading to your child and encouraging your child to read independently.
- Regularly checking and signing your child’s Diary or Communication Book.
- Contacting the class teacher should you have any queries or problems regarding homework.

**Campbell Awards 2015**

The following awards are available to students through 2015:

**Merit Certificates** – each student from Pre Primary to Year 6 can expect to receive a Merit Award at whole school assemblies through 2015. The merit certificate will reflect achievement and progress made in class and school activities. Parents will receive notification from class teachers about an impending presentation at assembly.

**Campbell Commendations** – members of the Campbell community may be eligible to receive a Campbell Commendation at a whole school assembly for successful representation of Campbell Primary School. Campbell Commendations receive a certificate and pen.
Campbell Champions – Students may be eligible to receive a Campbell Champion award at whole school assemblies. Each Class and Specialist Area will select one student who reflect Campbell values and virtues of:

Respect, Responsibility and Friendliness

Campbell Champions will receive a certificate and badge.

End of Year Book Awards Students from each class from Year 1 to 6 are eligible to be awarded Academic Excellence or Academic Achievement awards reflecting class achievements through the school year.

Learning Area and Citizenship awards – Students in Year 6 are eligible to be awarded awards from Specialist Teachers and for Citizenship at the Graduation evening.

Insurance Cover and School Children

To avoid any misunderstanding with regard to school children and insurance cover, your attention is drawn to the following points.

The Department of Education does not insure children against injury at school or on an excursion, camps, visits, etc. This is considered to be the responsibility of the parent. School children's accident insurance cover is available from the C.G.A. Accident Insurance Co. This insurance provides twenty-four hour per day cover.

The Department of Education does have a public liability insurance cover that covers their liability in cases of accidents caused through defects in school buildings, equipment or playgrounds, or through negligence on the part of an employee of the Department.

On school excursions, camps, swimming etc, whether children travel by bus or private transport, they are covered while travelling by normal third party insurance cover, the premium for which is part of both car and bus registration fees. Some bus companies do carry an additional public liability policy, but again it would only cover negligence on the part of the company.

Attendance

Absences
The school attendance officers make periodic checks of school rolls and expect absences to be explained. The SMS attendance system is fully functioning. The SMS messages are sent out throughout the day if students are absent or late. We encourage parents to reply via SMS or via the school’s APP or to phone the school if their child is absent, or late without a reason. If an SMS is sent in reply, there is no necessity for a written note, as the SMS received is filed as proof of absence.

Our Virtual Number is
0407 996 173

All notes are retained for checking by school welfare officers.

Arrival Time
Parents are reminded that children coming to school before 8.15am cannot be supervised by school staff. If it is unavoidable, students who arrive early must sit outside the Staffroom and Information Centre until 8.15am. Please advise if this is likely to occur.

Late Arrival
Students who arrive after school has begun at 8.40am are required to come to the office to receive a late pass. If a parent or note does not accompany the student a SMS will be sent to parents to advise them of the student’s lateness. Parents are asked to reply with a reason for the late arrival to school. Parents of students who are regularly late will be contacted to discuss the situation.

Collection Time
Students who have not been collected in the first 15 minutes at the end of the school day will be redirected or escorted to the School Administration to await arrival of carers. If parents are going to be late to collect students they are asked to telephone 9456 8300 to advise the School Administration. If carers do not arrive in a timely way, emergency contacts are advised.
Playground Supervision

Playground supervision rosters are in place for all recess and lunch breaks and staff members are constantly carrying out playground supervision during these times. Parents are advised that students and siblings are not permitted on any playground equipment before the school day. After school the only equipment that can be used with parental supervision is the playground between the Early Years and Performing Arts Blocks.

Students should be off the school site by 3.20pm on Monday, Tuesday, Thursday and Friday and 2.50pm on Wednesdays.

Leaving School Grounds

As a general rule, unless accompanied by a teacher, children must NOT leave the school grounds without permission from parents or guardian. A PERMISSION TO GO HOME FOR LUNCH note must be provided by parents when a student will be leaving the school grounds on a regular basis for lunch purposes.

A Student Release form must be completed at the school office to release a student from class during school hours, this can only be completed at the time of release.

Staff Meetings

Staff meetings will be held each Wednesday afternoon immediately after school. All meetings will be held out of instruction hours.

Before And After School Care

Parents of students who are being brought to school in the morning or picked up in the afternoon by people other than the immediate parents on a regular basis are asked to call into the School Administration and complete the necessary documentation.

Traffic and Parking

The afternoon pick-up time is a time of congestion of cars, bicycles and children on foot. To minimize this danger, all parents are asked to keep the main exit points from the school clear, follow school and Council parking signs and exercise caution when leaving the vicinity of the school.

The two main parent carparks are situated along Comrie Road that give one way access through the parking area.

The car parks at the front of the school (Campbell Road) are reserved for

- STAFF PARKING ONLY

Parents can also use the street behind the Performing Arts Centre that has access from Dumbarton Road.

School gates at the front staff car park and the rear service road are locked daily 2.30pm to 3.00pm (Monday, Tuesday, Thursday and Friday) and 2.15pm to 2.45pm on Wednesday.

Roadwise and the Road Traffic Authority will observe and survey the need for pedestrian crossings on roads in the school area.

PARENTS ARE ALSO REMINDED THAT THE SPEED LIMIT AROUND ALL SCHOOLS IS 40 km/h.

Payment of Excursion/Incursion Charges

In 2015 there are two methods of payment for excursions and incursions:

1. Parents may pay in advance by a lump sum through the Administration as per the Voluntary Contributions and Charges information – when permission for your child to attend the event is received by the Administration the funds will then be allocated. All funds not spent by the end of the year will be carried forward to the following school year or a refund may be requested.
2. Parents may use the envelopes provided with the excursion/incursion information and return the note and funds to the clear perspex box at the School Administration.

**Care of Money**

Children bringing money to school for a specific purpose should hand it to the class teacher immediately. Children who find money are instructed to take it to the office and children losing money should report the matter to the office.

**Sporting Equipment**

Children have the opportunity to participate in a number of games/sports and use a variety of equipment. Private sporting equipment should be used at home only and children are not to bring their own equipment for general use which could result in damage or loss.

**Mobile Phones & Kindles**

Children are required to hand mobile phones and kindles into their class teacher each morning and can be collected after the final siren of the day. Students may not carry mobile phones or kindles during the school day.

**Valuables, Games and Electronic Equipment**

Children should not bring electronic games, tape recorders, portable radios, mobile phones or other expensive games or toys to school. If children have these articles at school and they are stolen or broken, the school and teachers cannot accept responsibility for loss or damage. Monies brought to school for specific purposes should be handed to the class teacher as soon as possible. Circumstances where students are handling large amounts of money should be avoided.

**Lost Property**

Lost property will be collected regularly and returned to students, if the item is named. Unlabelled items will be kept in a blue trolley outside the Information Centre until the end of each Term.

**Children Transferring to another School**

When children are about to leave our school or transfer to another school, parents are asked to contact the office or advise the class teacher at least a week or more beforehand, if at all possible. This will provide adequate time to enable the staff to ensure that all records have been completed and checked prior to the child’s departure.

**Canteen**

The school canteen is open for **pre ordered recess and lunch orders** on Monday to Friday. Orders are to be placed through the online ordering system available.

Parent and Community volunteers are always required.

A menu is available on the school web site or from the School Administration.

**Health and Welfare**

**Sickness and Accidents**

In the event of a child being sick or being involved in an accident, parents are contacted if possible. All parents are asked to make sure that the school has a **telephone number** or an address at which they can be contacted. As the school hasn’t the facilities for minding sick children, it would be appreciated if sick children were kept home for the day. Information on enrolment cards needs to be kept up to date. Any changes in telephone numbers, addresses or emergency contact persons should be recorded on the information card at school as soon as they occur.
Infectious Diseases and Other Complaints

Our guide for communicable and infectious diseases is taken from the WA Department of Health, and the Department of Education and Training Regulations. For your information details relating to some of the more common diseases are listed below:

**Chicken Pox:** Exclude from school. Re-admit when fully recovered. Some remaining scabs do not justify continued exclusion. Contacts – any chemotherapy patients should be excluded for their own protection. Otherwise do not exclude.

**Hepatitis A:** Exclude from school. Re-admit on medical certificate of recovery or after symptoms subside but not before 7 days after onset of jaundice.

**Measles:** *NOTIFIABLE* Exclude from school for at least four days after the onset of the rash. Contacts – do not exclude immunised contacts. Non-immunised contacts should be excluded for 14 days after the first day of appearance of the rash in the last case identified in the school, unless contact was immunised within 72 hours of first exposure.

**Mumps:** Exclude from school for at least 9 days after onset of symptoms. Contacts – do not exclude. Recommend immunization if not vaccinated.

**Pediculosis (Head Lice):** Exclude from school until effective treatment has been instituted and nits removed from hair. Contacts – family contacts will probably be infested and should be treated accordingly. Re-infestation is highly likely to occur if the entire family is not checked and all combs and brushes are not treated. Children with long hair should have their hair tied back at all times.

**Ringworm:** Exclude until the day after treatment has commenced. Contacts – do not exclude.

**Rubella:** Exclude from school. Re-admit on recovery or 4 days after onset of rash. Contacts - do not exclude.

**Scabies:** Exclude from school until effective treatment has been instituted. Family contacts will probably be infested and should be treated accordingly.

Please keep the school provided with up to date information regarding the immunization status of your child.

Medication

Requests for school staff to administer ONLY prescribed medication must be made at the school office. Parents are asked NOT to make individual requests to the class teacher.

Parents who require the administration of medication to their children during school hours (including asthma preventatives or relievers) are asked to provide the medication to the school and to complete the necessary form. The school requests that prescription medication is supplied to the school in pharmacy labelled bottles.

Nut Products

An important issue at Campbell Primary School is the number of students enrolled within the school in a number of classes who have a severe allergy to nuts, and particularly peanuts. The WA Department of Health warns that the occurrence of nut allergy is rising and is of concern within the general community.

Our duty of care at this stage is focussed upon the students within our care and who exhibit a variety of symptoms from minor to extremely severe on the slightest contact with nut based products.

In conjunction with the parents of the individual students and their teachers, action plans and awareness have been developed and are in place within the school. The students themselves are aware of their allergies and can avoid the products when obvious.

The difficulty is that in several instances the smallest and casual contact with nuts, nut dust and nut based spreads including peanut paste and hazelnut spread can cause a severe reaction.

As a result of discussions with the Department of Health and parents we are asking that parents of all students avoid all nuts and the use of nut based spreads in the provision of snacks and lunches to students at the school. This means avoiding peanut paste, hazelnut spread and bags of nuts. It does not include muesli bars.

Understandably this is a difficult issue in terms of eating habits of children, but all parents would appreciate the need for Campbell Primary School and its community to ensure the safety of all students at our school and thank you for your co-operation. Parents who wish to discuss the issue further are asked to contact the school office.
Healthy Choices

Schools have a vital role to play in helping to reduce the worldwide epidemic of childhood obesity. They should reinforce nutrition messages being taught in the classroom by modelling healthy food and drink choices in their canteens, for class treats and on school camps and excursions.

What is changing in public schools?
In March 2006 the WA Government commissioned a review of the nutritional value of food sold in school canteens. The review included a survey of school canteens and a number of consultative forums.

The recommendations from the review have been used to inform the development of a new policy and set of standards for food in schools from 2007.

The policy and standards cover the food sold in school canteens as well as all areas where the Principal is directly responsible for the supply of food and drinks - for example, classroom rewards, school camps and excursions.

What are the benefits of healthy eating?
Good foods give children and adolescents all the nutrients they need to:
• Grow and develop.
• Concentrate and learn well at school.
• Stay healthy throughout childhood and in adult life.

What’s missing in the diets of many children?
• Fruits and vegetables - Many children eat very small amounts of these foods.
• A healthy breakfast - Skipping breakfast often leads to snacking on sugary and fatty foods later in the day and leads to poor concentration.
• Dairy products - Many children are not getting two to three serves of milk, cheese or yoghurt to meet their daily calcium needs.
• Drinking enough water - Water is the best thirst quencher.

The policy has implications for positive rewards in classrooms, organization, management of the school canteen and types of activities sanctioned by the school. One immediate concern is the bringing of birthday cakes and treats to the classroom. This has implications under the healthy choices policy, under food preparation and the approach to a large number of students with a wide variety of allergies. In this instance the provision of birthday cakes and other food treats to classrooms is not permitted.

Sun Protection

Campbell Primary School follows a “No Hat No Play” Sun Protection policy throughout the year.

The purpose of a Hat Policy at Campbell Primary School is as follows:
1. To encourage all students to have protection from the sun when involved in outdoor activities.
2. For students to develop sensible habits with regard to protection from harmful effects of the sun.
3. To educate students to be aware of the dangers of exposure to the sun.
4. To incorporate the school hat as an integral part of the school uniform.
5. Parents are asked to provide a Campbell wide brimmed hat, or wide brimmed hat in the school colours.

Head Lice

Campbell Primary School asks that all parents regularly check their child’s hair for head lice. If lice are found please treat promptly and inform the class teacher or school administration. Once the child has been treated the child may return to school.

If a student is found to have head lice while attending school, the parents will be telephoned and asked to collect the student.
Meeting the Needs of Individuals

Campbell Primary School is committed to meeting the individual needs of our students. In order to develop and implement the most appropriate and relevant teaching and learning programmes, we need to be informed about children with special needs who will be attending our school in 2014. Special needs may include:

- Speech and/or language delay
- Gross/fine motor delay
- Behavioural disorders
- Social/emotional problems
- Physical disabilities
- Specific learning disabilities
- Academic talent and/or giftedness

School Psychologist

The School Psychologist is responsible for supporting the school in catering effectively for the cultural, cognitive, emotional, social and behavioural needs that impact on student learning and well-being. This support is provided to the school staff through the delivery of professional development, collaborative case conferencing, consultation and direct services to teachers and to students (with parental consent). The School Psychologist does not provide private consultations to parents.

To find a private psychologist you can go to your family doctor and ask for a referral to a private psychologist and with this referral you will be able to access the Medicare rebate under the Better Health Care initiative. You can also go to the Australian Psychological Society website at www.psychology.org.au and look under ‘Find a Psychologist’ to locate a suitable psychologist.

Counselling Service

The School Based Support Service (SBSS) is an innovative program run by Parkerville Children and Youth Care Inc. The aim of SBSS is to provide free and confidential easily accessible services for children and families within the school campus.

If you or your family are experiencing difficulties that you would like help with, our SBSS worker can;
- Provide a listening ear
- Provide information and assistance such as linking you and your family to appropriate services
- Assist you with parent support such as strengthening parenting techniques
- Provide individual or group counselling for your children
- Run small group or class programs such as Protective Behaviour’s ‘Keeping Kids Safe,’ Managing Strong Emotions, Healthy Relationships

If you think that our service may be of benefit to you and your family please do not hesitate to come and see us or leave a message with Reception and we will get back to you.

You can find out more information about Parkerville on our website www.parkerville.org.a
Other School Services

School Nurse

The Community Health Nurse (Armadale Health Service) visiting the school this year is Jennifer Reddy and is available to discuss any health concerns on 9452 2649 or by completing a signed referral form available at the school office.

Dental Therapy

The School Dental Service provides free ongoing preventative and general dental care for Pre Primary to Year 11 students in WA who complete an enrolment form.

Children from our school can access treatment through the Campbell Dental Therapy Centre situated on site. Children will be taken from their classroom during school time. Parents will receive notification of treatment required.

If there are any enquiries please contact clinic staff on 9455 6322.

Thank you for taking the time to read this handbook.

Please do not hesitate to contact us if you have any queries at any time.

We hope you and your children have a happy and successful stay at
Campbell Primary School
An Independent Public Primary School.
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