

PRE-PRIMARY HANDBOOK

PANNAWONICA PRIMARY SCHOOL



PANNAWONICA
Primary School
Here we build the future

1 SPORTS WAY, PANNAWONICA WA 6716

PH: 08 9134 9100

Welcome to Pannawonica Primary School. The principal and staff look forward to a long and happy association with you and to working with you to ensure that your child's time here will be enjoyable and rewarding. This handbook will outline general information regarding the program for students attending Pannawonica Primary School.

School Motto, Vision and Purpose

Our Motto

“HERE WE BUILD THE FUTURE”

Our Vision

Our Vision for Pannawonica Primary School is “Ohana”.

Our Purpose

At Pannawonica Primary School, our Purpose is to make sure that our students, our staff, our parents/caregivers and our community members do not get left behind or forgotten socially, emotionally, physically, academically or culturally.

Our Priority Areas

At Pannawonica Primary School, we have also identified four priority areas of focus for our school over the course of 2020 to 2022. These four areas will span the life of our Strategic Plan which covers 2020 to 2022. These four areas are:

Academic
Social & Emotional
Physical
Cultural



“OHANA means *family* and family means that nobody gets left behind or forgotten.

At Pannawonica Primary School, we are a family and we make sure that, nobody, students, staff, parents/caregivers or community members get left behind, *socially, emotionally, physically, academically, culturally* or forgotten.”

Welcome From The Principal

Dear Parents/Caregivers

It is with the greatest of pleasure that I extend to you and your children a warm welcome to Pannawonica Primary School.

Pre Primary is such a crucial year in your child's development as it builds strong foundations for learning and value adds to the great work already done by parents and caregivers.

At Pannawonica Primary School, we provide a rigorous Early Education program which provides a balanced blend of purposeful explicit and play-based learning.

We understand the crucial role that parents/caregivers play in their child's development. To that end, we provide several opportunities throughout the year for parents/caregivers to discover more about our teaching and learning programs in Pre Primary including workshops on Phonological Awareness. There is an expectation that parents/caregivers will engage in these sessions in order to support your child's literacy development at home.

I look forward to working with you during the course of your association with our school and encourage you to become actively involved in your child's education. If you need any clarification about the information in this book please do not hesitate to ask.

Yours Sincerely

Ben Jamieson
Principal



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ABOUT OUR EARLY CHILDHOOD PROGRAM

Our School

Pannawonica Primary School has an Early Childhood Education area which includes three purpose built learning spaces which cater for our Pre-Kindy, Kindy, Pre-Primary and Year One students.

Our play areas inside and out are designed to ensure that children are provided with a stimulating environment during recess and lunch time breaks.

Our school is equipped with a range of technology including interactive whiteboards, iPads, laptops and desktop computers as well as robotic equipment to keep students up-to-date with current technology.

A whole-school assembly is held every three weeks, usually in weeks 3, 6 and 9 of each term. We have our own school Facebook page and Seesaw App which you can join when you receive a QR code. beginning of A newsletter is done every 3 weeks and communicated via the Seesaw App. We also have SMS system that will automatically send you an absence notice and other messages . Daily class notices are posted on the white board at the front of the Pre-Primary classroom.

Pannawonica Primary School is a purpose built, well-equipped school and it is our intention to maintain this high standard. The close co-operation that exists between teachers, parents and children will ensure that maximum outcomes will be achieved for all students.

Our Philosophy

The Early Childhood years are an important time in the development of the children's skills, knowledge and understandings. It is the time when children learn about school routines, how to actively participate in learning and how to interact with others in a variety of situations. With the introduction of the Western Australian Curriculum, the expectations about what children learn in Pre-Primary are changing, particularly in building stronger foundation skills in Literacy and Numeracy. Best teaching practice indicates that a careful balance of formal and informal learning achieves the highest outcomes for children.

At Pannawonica Primary School, your child will be learning in a play-based environment which is carefully structured to allow for academic learning in Literacy and Numeracy, social interaction and communication, 21st century skills and physical development. The teachers follow the Western Australian Pre Primary Curriculum Guidelines and provide engaging, challenging and supportive learning programs that give all children the opportunity to learn.

Throughout the year, parent/caregiver workshops are provided which cover a range of topics including Phonological Awareness and Reading with your child. As a member of our valued community, you are actively encouraged to attend these sessions in order to maximise your child's experience at school.

School Information

Principal	Ben Jamieson
Deputy Principal Primary	Vivien Stern
Deputy Principal Secondary & Student Services	Annette Hansen
Manager Corporate Services	Samantha Sylva
School Officer	Stacy Rutherford Hollie Desmond
Phone	9134 9100
Email	Pannawonica.PS@education.wa.edu.au



MEETINGS

We hold parent/ caregiver information sessions and meetings throughout the year. We recommend you book in to these sessions and meetings to keep up to date with your child's progress. These parent/ caregiver meetings are only of a 15 minute nature where you can 1 on 1 talk to your child's teacher, if extra time is required we ask you to contact your child's teacher to book an alternative day and time. Information sessions are held as a class group where all parent/caregivers are welcome to attend.

ABSENCES

A note, message through Seesaw, email or SMS message with the reason is required whenever your child is absent from school. If you are going away or know your child will be away can you please let staff know as early as possible. If you know in advance you may send a message to your child's teacher through Seesaw, or alternatively please call the Front Office and let the staff know.

BIRTHDAYS

Please feel free to bring in a cake or cup cakes on the day closest to your child's birthday. Please ensure that you speak with your child's classroom teacher prior in order to check for food allergies. Please note, COVID-19 restrictions may impact this.

BOOKLIST REQUIREMENTS

Book lists will be sent home during Term 4. Due to the collaborative nature of a Pre-Primary environment, students will share these resources throughout the year. Therefore, there is no need to label consumable items such as pencils, textas and glue sticks. Please bring along all of your child's book list items on the first day in a plastic bag. As indicated on the list parents are to supply 2 x boxes of tissues, 1 x home reader bag and 1 x library bag (these bag's are available from the P&C Uniform shop)

CHANGE OF ADDRESS

Please advise us in writing if you change your address and/or telephone number, this is important for communication purposes.

CONTRIBUTIONS

A \$60 voluntary contribution as referenced in the Parent letter for charges and contributions for the current year should be paid as early as possible. Payments can be made at the Front Office (cash or DD only) or when purchasing your child's booklist items online– these contributions are automatically added to your child's book list Payment of these fees is essential, as they assist in the purchasing of materials such as paint and coloured paper that are frequently used by your child throughout the year.

DAILY REQUIREMENTS

Every child needs to bring along a piece of fruit or vegetable daily, already cut up in a container for crunch and sip. A sun-smart hat, shoes, water bottle, recess and lunch are required. **We also strongly advise that you place in your child's bag a change of clothing, including underwear for emergencies.** Children will take shoes off for outdoor play as evidence suggest that this promotes the development of fundamental movement skills. **Please label all items with child's name clearly visible.**

The Early Childhood Education area is a nut free zone.

DAYS AND TIMES FOR PRE-PRIMARY 2022

Doors open at 8:10am for morning routines. School begins at 8:20am and ends at 2:45pm, except for **Wednesday**, which is our early close day at 1:40pm.

Monday	8:20am - 2:45pm
Tuesday	8:20am - 2:45pm
Wednesday	8:20am - 1.40pm
Thursday	8:20am - 2:45pm
Friday	8:20am - 2:45pm



DROP OFF

It is a requirement of Pannawonica Primary School that at a responsible adult **must** accompany your child until the teacher has admitted them into the Pre-Primary room. Children are **not** to use the play equipment before Pre-Primary starts for safety reasons. In addition, parents are encouraged to join their child for the first 10 minutes of each morning's session from 8:10am-8:20am.

ENGAGEMENT & BEHAVIOUR MANAGEMENT

The school is responsible for the creation and maintenance of a safe and positive learning environment and have developed effective processes to effectively manage student behaviour.

The approaches used at Pannawonica Primary School:

- Are preventative in nature
- Promote positive behaviour, student wellbeing and the development of self discipline
- Focus on early intervention
- Outline procedures for the management of ongoing or serious misbehaviour.

Managing student behaviour is integral to the teaching and learning process. Pannawonica Primary School provides a social context which allows students to be supported, whilst also being taught how to accept responsibility for their own behaviour.

Students are given opportunities to develop appropriate behaviours, self control and resiliency through interactions with teachers, other staff, their peers and the curriculum. These opportunities are reinforced consistently in order to enhance their understanding of responsible social behaviour.

Positive behaviour is acknowledged and encouraged in a variety of ways at Pannawonica Primary School including through the use of:

- Verbal and written encouragement and feedback
- Stickers and certificates
- In-class Stamp Charts
- Stitch Tokens

Each class teacher will have their own positive incentive program which will be tailored to the needs of their students within the classroom.

As a school, we have four positive expectations:

- Be Responsible
- Be Respectful
- Be Your Best
- Be Resilient

Pannawonica Primary Schools 5 Step Behaviour Management Plan can be found on page 11.

FAMILY ROSTER

Family help is invited and greatly appreciated. Being involved in the activities is an opportunity for you to see your child interact, to observe what is happening in the classroom and to enjoy yourself.

Parents/caregivers are asked to be part of the family roster, which will be put up at the beginning of each term. When you come to help, there will be a variety of things you can do including assisting with activities, fruit time and outdoor play.

Visitors - Each day on arrival of volunteering, you are required to sign in, in the visitor book at the Front Office. Before beginning you are also required to fill out a Confidentiality Declaration form that will last throughout the year.

HEALTH CHECKS

During the year all children will be given a health appraisal (with your consent) by the School Nurse. If the school nurse wishes to discuss your child's health with you they will contact you.

We have the Chevron Hearing Bus attend the school every term and the Dental Van visits annually and attends to our children 5 years and up.

ILLNESS & COMMUNICABLE DISEASES

Throughout the year, children will come down with various illnesses and viruses. As a rule, we contact parents/caregivers when children are sick and request that they come and take their child home. We do this for two important reasons.

Firstly, we do not have the facilities to properly care for sick children and secondly, young children often become distressed when they are ill. They require the comfort and assurances that only a parent/caregiver can provide. This also ensures minimal disruption to the other students allowing the teaching staff to carry on teaching the other students.

There are certain common illnesses which are highly contagious. We offer the following information to parents/caregivers so that they are aware of when, and for how long, they should keep their child home. If you are unsure whether or not to keep your child home, please contact the school or visit the local GP.

INFECTIOUS DISEASES EXCLUSION TABLE

GERMAN MEASLES (Rubella)	Exclude for at least 4 days from the onset of the rash.
MEASLES	Exclude until well and for at least 4 days after the onset of the rash.
WHOOPING COUGH (Pertussis)	Exclude for 2 weeks from the onset of the illness or for 5 days after starting antibiotic treatment.
HEAD LICE	Exclude until the day after treatment has commenced.
HEPATITIS A	Exclude for at least 7 days from the onset of illness or jaundice.
RINGWORM	Exclude until the day after treatment has commenced.
SCABIES	Exclude until the day after treatment has commenced.
SCHOOL SORES (Impetigo)	Exclude until the day after antibiotic treatment has commenced.
MUMPS	Exclude until well and for at least 9 days after the onset of symptoms.
CHICKEN POX	Exclude until well and for at least 5 days after the eruption first appears and until vesicles have formed crust.
CONJUNCTIVITIS	Exclude until the discharge from the eyes has ceased or until 3 days after antibiotic treatment has commenced.
DIARRHOEA	Exclude until diarrhoea has ceased.
INFLUENZA LIKE ILLNESS	Re-admit on recovery.

LIBRARY

Library day will commence in Term 1 (day to be advised). Each week children will have the opportunity to take a library book home for one week. The books must be returned the following library day otherwise another book cannot go home. Please ensure the books are handled carefully as you will need to pay for books that are damaged or lost. Students require a Library bag in order to borrow the schools library books. These can be purchased from the P&C Uniform shop— pannapandc@gmail.com.

MEDICATION / MEDICAL PLANS

Medication can only be administered by the Front Office Staff. Department of Education policy dictates that written permission must be given before medication can be administered to students during school hours. Teachers will refer parents to the Front Office to complete a medical form.

Students with ongoing medical conditions will need to provide the school with an action plan written by a doctor and updated annually. Please ensure you touch base with your child's teacher often to check expiry dates on any medication that is left in the class room for administration (e.g. Ventolin puffers).

Students with recognised medical conditions must have an up to date action plan on file. This is a specific requirement so all of our teaching staff who teaching or are on duty in the EC area are up to date with current medical conditions. If we don't have a plan we will not be able to assist your child. You will be contacted by staff immediately if your child's condition persists or worsens.

MONEY

Please enclose all monies for your child in a sealed envelope/money bag clearly marked with the child's name, the amount and the purpose. All monies need to be brought directly to the Front Office.

PARENT ASSISTANCE

The development and education of children should be a shared experience between the school and the parents. The learning program that is taught in Pre-Primary is the responsibility of the teacher however, parents also play a very important part in their child's educational development.

You can assist with this by:

Returning all forms as quickly as possible.

Being on time for each session.

Being on time at the end of the day.

Taking part in the centre's activities (e.g. rosters, meetings and special events).

Notifying the teacher (in writing) with an explanation when your child is absent.

Notifying the teacher if you know that your child will be away for an extended period.

Discouraging your child from bringing toys from home (unless otherwise requested).

Keeping in touch with the teacher on matters concerning your child's health, emotional and family situations this allows the teacher to understand any problems that may be troubling your child.

Attending parent/caregiver workshops throughout the year.

Saving any recyclable materials that may be of interest to the children.

We would gladly accept any of the following items:

paper, gift wrap, wallpaper, architecture paper, computer paper and foil;
cardboard boxes and packets;
cuts of lino, carpet, leather and wood;
cardboard rolls (not toilet rolls);
material, felt and wool scraps;
x-rays;
ice-cream, yoghurt and margarine containers (washed & dried); and
dress-up clothes, hats, bags, shoes, etc. for dramatic play.



PARENT ASSISTANCE CONTINUED

For children to achieve their potential, it is essential that the family is fully involved in the education process. **Your** input is vital – please endeavour to make the time to be involved with our parent rosters and events.

UNIFORM & FOOTWEAR

The wearing of school uniform is required.

We place great emphasis on your child being as independent as possible, so please send your child in shoes that are easy to put on and take off. Thongs are not appropriate footwear for school, velcro sandals are a good option.

Please note - Children must also wear sun-smart hats at all times in the playground—these are a part of the school uniform sold by the P&C Committee

A vibrant school uniform that reflects the local environment and ethos of the school has been designed for all children to wear. Children without sun-smart hats are confined to shady areas during recess and lunch. Our policy is NO HAT NO PLAY and as our vision says, we don't want any of our student's left behind or forgotten.

Uniform order forms provide a number of options of the uniform, with prices included. Uniform order forms are available at the Front Office otherwise the P&C Committee can be contacted via email P&C pannapandc@gmail.com, also an SMS will be sent when the uniform shop is open.

PICK UP

It is a requirement of Pannawonica Primary School that all students attending Kindy be picked up by a responsible adult. The teacher will only allow children to leave the room with the parents or people nominated by the parents.

If any changes or special arrangements have been made, please notify your child's teacher. If circumstances should change through the day and you need to change your child's pick up arrangements please notify the Front Office staff on 9134 9100. In addition, please ensure that your child is collected **promptly** to avoid unnecessary stress on their behalf. **Reminder, early pickup each Wednesday @ 1.40pm.**

Maintaining contact with the teacher & incidental discussions are very important. However, please try **not** to discuss issues in front of children or other parents on pick up time, and be aware that it is impossible to hold parent discussions during session time.

If you need to pick your child up early from school for any reason, we require that you come to the front office to fill out a Student Leaving School form. This will be taken to the classroom when you pick up your child from their teacher.

TERM DATES FOR 2022

	Students Start	Students Finish
First Term	Tuesday 1 February	Friday 8 April
Second Term	Tuesday 19 April	Friday 1 July
Third Term	Monday 18 July	Friday 23 September
Fourth Term	Monday 10 October	Thursday 15 December



Please note that there are school development days to be confirmed and that the starting dates for students in each term may change. These dates will be advised through the school's communications once they are decided.

Engagement & Behaviour at Pannawonica Primary School



5 Step Behaviour Management Plan (Responding to unproductive behaviour)

Step One: Warning (ie. Name on board)

Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately after appropriate behaviour is displayed.

Step Two: Warning (ie. X Cross next to name)

Reinforce the classroom rules with the student.

Step Three: (ie. XX next to name)

Cooling off / Isolate in the classroom. Teacher to discuss ways to solve behaviour with student after 'cool off' period.

Step Four: Removal to another class

Work provided and note for class teacher.
Classroom teacher may inform parents via note and/or contact parents by telephone.

Step Five: Administration involvement

Parents contacted. Student completes work supplied by teacher and/or Think Sheet.
Ensure that office referral form is sent.

Severe Clause: Straight to the office

Examples of Severe Clause offences:
Physical assault of a student or teacher.
Verbal abuse of a teacher or student.
Damage to property.
Intimidating behaviour.

Acknowledging Positive Behaviour

In the classroom:

Every child in Kindy to Year 2 should have their own individual stamp chart. The frequency of the stamps being given to the students are dependent on a number of factors and the teacher's professional judgement will help to guide this decision. As soon as a student has finished their stamp chart, they are to be sent to the office. The Administration Staff will contact home, provide the student with a certificate and a pencil and/or sticker.

Students from Years 3-6 will have their own in class reward system.

In the playground:

Teachers should actively look for students who are following our 4 positive behaviours when on duty. They are to complete an "*Ohana! You've been caught!*" token and give it to the student. Every week, at the Assembly after lunch a Stitch "Ohana" token will be drawn out of the box.

The student who's name is drawn out of the box will receive our Stitch mascot to have in their classroom for the week and each class member will receive an icy pole. At the end of each term, once all the Stitch tokens have been counted, the faction with the most points will also be rewarded.

Good Standing:

Severe breaches of behaviour may result in a student losing their good standing.

Students who have lost their good standing will have their privileges removed, such as being banned from school social activities.

A plan will be in place for a student to earn back their good standing.



School Communities Working Together

Communication Protocols



In Western Australia, parents and carers, school staff and students share responsibility for public schools providing safe, supportive and productive learning environments.

We achieve this through our relationships, good communication and working together.

Creating positive environments

Our public schools provide positive environments for students to learn and for staff to work.

This is achieved by school staff, parent/carers and students:

- valuing and supporting every member of the school community and appreciating their contributions
- celebrating diversity and individuality; cooperation and acceptance are welcomed and encouraged
- forming positive connections
- creating friendly, supportive and cohesive communities.

Promoting respectful relationships

Every student, staff member and parent/carer has the right to feel safe and be safe at school.

This is achieved by:

- teaching students about respect and appropriate relationships as part of the Western Australian Curriculum and students are expected to maintain positive behaviour in their school community
- principals working with their school community to create positive behaviour models and deal appropriately with students who violate the rights of other students and staff
- parents and carers encouraging, promoting and modelling good behaviour and respect for others at home, school and in their communities.

Together, we make a difference.

Communicating well

School communities thrive on open communication wherein staff, students, and parents and carers have opportunities to share good news, discuss issues and maintain an ongoing dialogue.

Principals and school staff communicate with parents and carers in a variety of inclusive ways that are reflective of the school community. They may provide information in writing and/or speak with parents and carers in person. This will generally occur during the school day.

Parents/carers have opportunities to speak with or write to a member of staff to raise any issue of concern, provide feedback or make suggestions.

Teachers and school staff may not be available to respond immediately, however they will make every effort to respond, generally during school hours, within a reasonable timeframe.

Teaching staff, including principals, are not required to respond to communications outside of their normal working hours.

There is an expectation that communication and all interaction between school staff and parents and carers is mutually respectful.

Verbal and/or physical aggression or threats, offensive language and derogatory comments, whether face to face, over the phone, via email or on social media is unacceptable and will not be tolerated.

School staff are not expected to respond to communication that is unacceptable and these will be referred to the principal or regional office.

Working together

Student learning is strengthened when staff and parents and carers are actively and positively involved in their education.

By working together, we support the health and wellbeing of our students and help them develop resilience and confidence.

Our collective efforts are aimed at providing safe environments for all and promoting respectful relationships.

Role of school staff

School staff play a key role in fostering good relationships with parents and carers.

They do this by:

- welcoming and encouraging parents and carers to participate in their children's education
- communicating information and responding to enquiries in a variety of inclusive ways, reflective of the school community
- maintaining professional relationships that are open, honest and respectful
- valuing every family and respecting their differences
- working with parents and carers to identify and promote the individual needs of their children.

Role of parents and carers

Parents/carers have an important role in helping to create positive learning environments for students.

They do this by:

- treating all members of the school community with respect and dignity
- respecting differences and preferences of others
- supporting school policies and values
- being respectful in their relationships and reinforcing their children's good behaviour
- supporting the activities of their school and getting involved where they are able to
- encouraging their children to respect other students and school staff.

Role of students

Students also play their part so they can have positive learning experiences.

They do this by:

- engaging in classroom activities
- being respectful to and supportive of others
- maintaining positive behaviour.

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.



Let's talk about your concerns

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 carers as partners in their children's education.

Communication between you and your school is an important part of your child's education. You should feel confident that we will listen and respond to your concerns, and work with you to resolve complaints.

Contact your school as soon as you have concerns. Talking to your child's teacher, year coordinator, school administration or principal is the best place to start. Contact the school to arrange an appointment or if you prefer, email, phone or write a letter.

You may be asked to put your concerns in writing if you need to tell us about multiple or complex issues.

Talk to your school's principal if:

- you were not able to achieve a satisfactory outcome with the teacher or staff member
- the matter is about the conduct of a teacher or staff member
- the matter is about something impacting your child's education.

Talk to your school's education regional office if:

- you believe that your concern was not resolved by the school
- the matter is about the conduct of the principal.

You can find a list of education regional offices on our website – education.wa.edu.au/contact

Make an anonymous complaint

You can make a complaint anonymously, however, it may be difficult to resolve the issue if we can't talk to you about details of your complaint.

Access support

Making a complaint can be overwhelming for some people. You can access support by phoning the complaints advice line on 1800 655 985. The Parent Liaison Office is able to provide support by acting as a liaison between schools, education regional offices, central services, parents and carers, and members of the school community. You can contact the Parent Liaison Office for advice at any time during the complaint handling process by email: parentliaison@education.wa.edu.au

How to make a complaint or get more information:



Contact your school or education regional office. Find contact details: education.wa.edu.au/schoolsonline



Phone the complaints advice line:
1800 655 985
8:30am to 4:30pm Monday to Friday



Make a complaint and understand the complaints process:
education.wa.edu.au/complaints

If you are not happy with the handling of your complaint or believe the outcome is unreasonable, then you may wish to request an independent review at any stage throughout the process by contacting the Ombudsman Western Australia – ombudsman.wa.gov.au

If you have concerns, talking to your child's teacher or principal is the best place to start.



KINDY 2021



PANNAWONICA PRIMARY SCHOOL



PANNAWONICA
Primary School

Here we build the future