

We are  
**EDNEY**  
PRIMARY SCHOOL



School  
Information  
**2019**



# Up front

## Important Contacts

Front Office	9454 8377
School Mobile	0418 906 741
School SMS Attendance	0437 807 250
Edney Primary School Email	edney.ps@education.wa.edu.au
Edney Website	www.edneyps.wa.edu.au
Canteen	9454 9194
Dental Therapy Centre	9454 4034
School Watch	1800 177 777
School Security	9264 4771

## Instructional Hours

Kindergarten students attend as per group timetables, with the same instructional hours.

Monday 8:40am to 2:35pm	Tuesday to Friday 8:40am to 3:00pm
Recess 10:40am to 11:00am	Lunch 1:00pm to 1:45pm

## Term Dates 2019

### SEMESTER 1

#### Term 1

Monday 4th February - Friday 12th April

Term Break

Saturday 13th April - Sunday 28th April

#### Term 2

Monday 29th April - Friday 5th July

Term Break

Saturday 6th July - Monday 22nd July

### SEMESTER 2

#### Term 3

Tuesday 23rd July - Friday 27th September

Term Break

Saturday 28th September - Sunday 13th October

#### Term 4

Monday 14th October - Thursday 19th December

### School Development Days

Thursday 31st January	Friday 1st February
Friday 31st May	Monday 22nd July
Friday 15th November	Friday 20th December

Front cover artwork  
Artist: Nicole Screaigh  
Year One Student 2018

Rear cover artwork  
Artist: Jennifer Cummings  
Year Four Student 2018

### Public Holidays

Labour Day	Monday 4th March
Good Friday	Friday 19th April
Easter Monday	Monday 22nd April
ANZAC Day	Thursday 25th April
Western Australia Day	Monday 3rd June
Queen's Birthday	Monday 30th September

# About Us

Edney Primary School was built in 1989. For much of our history, we catered for Kindergarten to Year 7 children, with enrolments peaking at 624 students. In 2016, Edney Primary School was announced as an Independent Public School, and from 2019, we cater for students from Kindergarten to Year Six, with an enrolment of over 430 students.



“ Children are at the heart of our school ”

We are an Independent Public School, serving a diverse, dynamic and empowered community of students, staff and families who work in partnership to deliver the best educational outcomes for children.

This booklet is designed to give important operational information about our school. Please keep and make reference to this booklet throughout the year. Items included are arranged in alphabetical order for ease of reference, with a section at the front for details on our Kindergarten and Pre-primary programs.

One aspect of our school that is very important is our focus on “*The Edney Way - Respect and Excellence*”.

These are the behaviours that guide our standards and apply in all instances by all within our school community - students, staff and parents/carers. Dissemination of information about the school is very important to me and I hope that the details provided will help establish strong links between school and home.

I trust you will enjoy reading and learning about our school and in so doing work in partnership with us to assist your child / children.

A handwritten signature in black ink that reads "A. C. Chaplin".

AARON CHAPLIN  
Principal  
2019

# Our Reason

The staff at Edney Primary School have established shared beliefs about the environment in which children learn best and about the support we can provide for children so that learning can be at an optimum. The pointers identified reflect the Principles of Teaching and Learning outlined in the Western Australian Curriculum Outline. These beliefs are revisited on a yearly basis.

## We believe that children's learning environment should:

- be stimulating, safe, caring, positive, stress free and fun;
- reflect positive relationships between teachers and students through obvious mutual trust and respect;
- enable cooperative learning (observation, practise, repetition, explicit teaching) in an atmosphere where sharing with, and supporting peers is valued; and
- be established to allow learning through discovery, risk taking, doing, playing and through activities that appeal to all of the senses.

## We believe that parent/caregiver support children receive:

- fosters positive communication between home and school;
- develops good physical health, emotional health and sound values; and
- assists children to present with positive, happy approaches to learning.

## We believe that teachers can optimise learning:

- by using a variety of contemporary, creative approaches such as negotiating curriculum with students, presenting activities that are child centred and by using integrated programming ideas;
- through purposeful activities connected to real life situations that are culturally appropriate;
- by enabling student ownership and independence;
- through encouraging goal setting and reflection by setting targets for students to achieve;
- by understanding learning styles and multiple-intelligences thus appealing to individual interests and needs;
- through Inquiry Learning;
- by connecting to prior knowledge - sequential order and scaffolding;
- by engaging students and challenging them at their intellectual level;
- through the use of a variety of media including technology;
- by modelling; and, most importantly;
- by being happy in the classroom.



Our success is built upon the quality of relationships between children, families and the school. We're partners in achieving the best for your children.



CHILDREN



FAMILIES



SCHOOL

# Kindergarten & Pre-primary

Early Childhood learning at Edney Primary School provides an appropriate developmental program which will attend to the individual emotional, intellectual and physical needs of the children. All children are encouraged to develop their own feelings, thoughts, opinions and ideas and to express themselves comfortably and freely.

Our Kindergarten program is based on play activities through a planned environment determined by the needs of the children.

Our Pre-primary program balances play with more structured teaching and learning. At the heart of our Early Childhood approach is each individual

child. Children have the opportunity to learn through discovery in as many ways as possible, and the right to grow and develop with a positive self-image.

Children are encouraged to settle any differences verbally, and are guided into having positive social interaction with peers and adults, whilst respecting everyone's feelings and rights.

Children are entitled to good physical care and intellectual stimulation, in a safe, clean, happy environment with careful supervision. Each child will progress at their own pace. Children will be encouraged to have pride in who and what they are, and in what they achieve.

## Session Times

### Kindergarten Red Group

Monday  
8:40am to 2:35pm

Wednesday  
8:40am to 3:00pm

Alternate Fridays ('Even' Weeks)  
8:40am to 3:00pm

### Kindergarten Blue Group

Monday  
8:40am to 2:35pm

Wednesday  
8:40am to 3:00pm

Alternate Fridays ('Even' Weeks)  
8:40am to 3:00pm

### Kindergarten Gold Group

Tuesday  
8:40am to 3:00pm

Thursday  
8:40am to 3:00pm

Alternate Fridays ('Odd' Weeks)  
8:40am to 3:00pm

### Pre-primary

Pre-primary students attend school five days per week, full time. The hours of instruction for Pre-primary are:

Monday  
8:40am to 2:35pm

Tuesday - Friday  
8:40am to 3:00pm

Full time attendance for Pre-primary students commences from the first day of school.

There is no phase-in period.

Enrolment and attendance in Pre-primary is compulsory in Western Australia.

# Early Childhood at Edney



## Birthdays

You are welcome to send a birthday cake to school with your child. Small cupcakes are preferable. Please do not send food that contains peanut products. The school will advise if there are other foods or products that are a risk to students in our Early Childhood classes. We appreciate your cooperation in being aware of these products and avoiding them being present at school.

## Canteen

Lunches may be ordered from the canteen. The children are not able to order food at recess and please do not get their older siblings to order recess for them as it is unfair for the other children.

## Clothing

Please supply your child with a spare change of clothing in case of accidents. Please name all items. Each child needs a school bag that they can open with ease and is big enough to take home their masterpieces.

## Emergencies

If your child becomes ill or suffers an accident, the parent / guardian will be contacted immediately. Please notify the school office and / or teacher of any change of address or phone number.

## Fruit / Snack Time

Students have their own snacks including fruit for morning tea. Cheese, sultanas, fruit in season, dry biscuits, plain popcorn, etc, are some suggestions for snack time. Please send one piece of fruit and one other healthy snack each day. Please avoid chips and similar items and please do not send food that contains peanut products as we have several students who experience severe anaphylactic reactions to peanuts.

## Immunisation Records

A copy of your 4 year-olds' immunisation record is required by the School Nurse and should be provided to the office when vaccination has occurred.

## Parent Roster

Parent contact is an important element in Kindergarten and Pre-primary. Your interest greatly encourages your child. A roster chart is on display outside each class. Please feel free to attend at least one session per term. We see your role during the session as valuable, not only being able to spend time with your child, but to help with the activities that all the children will be doing. All parent helpers are required to complete a confidential declaration prior to commencing on the roster. The roster involves staying at the centre for the morning until 11.00am.



# The perfect balance of play and instruction, Edney's Early Childhood programs exemplify best practice.

## **Parking**

Please don't park in the staff car park area adjacent to the Pre-primaries or use this as a drop off zone. Parent parking is available in the High Wycombe Recreation Centre.

## **Pick-up Times**

It is Department of Education policy that your child must be supervised by an adult until opening time, and picked up by an adult at the conclusion of the school day. Please do not leave your child in the yard alone and do not allow your child to play on the equipment before or after school. Please ensure prompt pickup as late pickups distress children at this age. Even five minutes alone can seem an eternity to an anxious child. If your child is being picked up by another adult please notify us as soon as possible.

## **Religion**

Please advise the teacher if your family does not celebrate special occasions such as birthdays, Christmas, etc.

## **Slip, Slop, Slap**

Please apply sunscreen to your child before leaving home. Our policy is "NO SCHOOL HAT, NO PLAY" for all students. The wearing of the Edney Primary School hat is compulsory. The Edney Primary P&C will provide a hat to every child enrolled in Kindergarten free of charge in 2019. Pre-primary children must purchase the school hat from the school office.

# General Information

## Absences

Regular attendance is a critical factor in the success of your child at school. Attendance for all students from Pre-primary to Year Six is compulsory. In Kindergarten, although not compulsory, we strongly encourage regular attendance. The school follows up all unexplained absences, including in Kindergarten. Please note that all instances of vacation that occur inside school terms are classified as unauthorised absences. The school policy is to not provide work for students to complete during their family holidays as this sends the message that the school condones such absences.



## Absentee Notification

If something unforeseen happens to your child on the way to school, you would most likely not become aware of anything being wrong until after home time. The school would presume that the child was away because of illness. In order to prevent this misunderstanding, the school uses an SMS notification system for student attendance. This system will send a text message for any unexplained absence. This generally occurs at 9.30am each school day, but may be delayed due to technical difficulties. If your child will not be at school please advise us by telephone, SMS or the Skoolbag App prior to 9.00am. You can SMS the school at any time on 0437 807 250 or phone 9454 8377.

## Accident or Illness

Minor accidents are treated at school. In cases of more serious accidents or illness, we will contact you at once. Please ensure that we have up-to-date contact information. It is important for the school to have an emergency contact number in case you are not contactable. Children who are obviously ill before school should not attend.

## Arrival

Students are welcome at school from 8.15am. Students arriving prior to 8.30am must go to the undercover area where they will be supervised by school staff.

Students will be released from the undercover area at 8.30am to go to classrooms to prepare for the day. Students are not to be on the school grounds prior to 8.15am unless for a school organised activity. School commences promptly at 8.40am. Students arriving after 8.45am are deemed to be late and must call in to the front office to receive a late slip.

## Assemblies

School assemblies are held in the undercover area and are generally held once per fortnight on a Thursday starting at 8.45am. Assemblies are advertised in our school newsletter. The assemblies are run by different classes in rotation and generally include a class item, announcements and the presentation of honour certificates. Parents and friends are, of course, welcome to attend.



# Behaviour Management Overview

## Beliefs

- prevention is better than cure
- children need to learn to accept responsibility for their own actions
- all staff accept a shared responsibility for student behaviour management
- there needs to be a consistent staff approach to behaviour management
- consequences need to reflect the actions
- children need to understand that there is a certainty of consequence
- we as teachers can make a difference
- children will follow school rules
- students are best served when students, teachers and parents work in partnership
- teachers should model the behaviours they expect children to demonstrate.

## Code of Behaviour

Behaviour in all instances must be based on:  
The Edney Way - RESPECT AND EXCELLENCE.

## Rights

Everyone has the right:  
to feel safe and happy at school  
to learn to the best of their ability  
to be treated with respect and dignity  
parents have the right to meaningful participation in their child's education.

## Responsibilities

Everyone has the responsibility to:

- treat others with respect and kindness
- obey rules
- help make school a safe and happy place to be
- take care of all property
- work and allow others to work without being bothered.

## Rules

- we care for our school environment
- we follow all teacher directions
- we treat each other with respect
- we behave safely.



Edney Primary  
School  
is a 'put down'  
free zone

# Behaviour Management in the Classroom

## Positive Correction

Verbal warnings, rule reminders, last to leave, cool off time, think spot etc.

This process would be used on a daily basis, to encourage appropriate behaviours by all students.

## Time Out 1

In the classroom and completion of “Classroom Values script 1” signed by the teacher and student. Follow up student/teacher conference later.

## Time Out 2

[this could be the same day or later in the term]

In the classroom or buddy room and completion of “Classroom Values script 2” signed by teacher, student, admin and parent. Follow up student / teacher conference later, parent contact by teacher.

## Time Out 3

[i.e. on a subsequent occasion when time out is invoked]

In the buddy room or admin area and completion of “Classroom Values Script 3” signed by teacher, student, admin and then parent. Follow up student/teacher conference later and parent contact made.  
Orange or Red Card.

## Suspension

In-school suspension in admin for a negotiated period followed by a compulsory case conference - teacher, student, parent and Admin. Teacher to contact Parent. If the unacceptable behaviour continues suspension may occur either in or out of school.

**SEVERE CLAUSE:** Severe behaviour breaches may cause the process to be shortened with the imposition of suspensions immediately.

## ASSUMPTIONS

Our primary focus is on positive reinforcement of appropriate behaviours. Teachers will commence each term by revisiting the school code of behaviour with focus on the 4 R's - Rights, Responsibilities, Rules and Routines

## PREFERRED MANAGEMENT PRACTICES

Staff are committed to the use of the following practices to enhance the effectiveness of our policy:

- use of the rights, responsibilities, rules and routines model as a basis for management of students
- a non confrontational focus through the use of conflict resolution
- emphasising behaviour as a choice
- utilising related consequences and follow up debriefing
- developing positive corrective styles
- promoting and supporting positive behaviour
- modelling expected courtesies
- utilising cool off time, dignified use of time out
- utilising wide collegial support
- regular discussion / review of school 4R'S and what they mean [with students]
- using consistent language patterns when discussing rule breaches
- use of cooperative learning strategies to encourage positive social behaviours

## CLASSROOM DISCIPLINE PLANS

Each teacher will display the steps in the classroom discipline plan, which is consistent with the whole school approach [see school wide consequences] and is articulated to students and parents. The steps in this plan need to be discussed with children so they are understood, including positive and negative consequences. Specific classroom rules need to be negotiated with children to suit classroom contexts.

## POSITIVES

[not an exhaustive list]

- classroom incentives in keeping with class plan
- encouragement
- merit awards
- Aussie of the Month
- Sports, library, music, environmental awards
- whole school incursions/excursions
- personality of the week
- pastoral care
- leadership activities
- faction tokens or similar
- positive notes every day
- phone 2 parents a week
- school incentives for students who have not been in time out during the term

## TIME OUT

Each classroom must have a designated spot for time out, where classroom and/or school rules are displayed so that proper reflection can take place.

Each term children have a fresh start so that they can demonstrate a change of attitude and behaviour. All Classroom Values Scripts are returned to the class teacher for their own monitoring purposes and to facilitate student teacher discussion. Star students are those who have no more than one time out for the term [classroom or playground].

# Behaviour Management in the Playground

## Positive Correction

Verbal warnings, on the spot related consequences, [the duty teacher can use all the same management practices as they would in the classroom such as rule reminders, walk with me, cool off time etc].

## Playground Time Out 1

A student who ignores warnings and doesn't respond to positive correction is given a time out slip to be completed at the next lunch break. Student completes Playground Values Script 1, which must be signed off and followed up for accuracy by the reporting duty teacher.

## Playground Time Out 2

A student referred to time out a second time in the term completes Playground Values Script 2. If the behaviour continues or is severe direct student to the Admin. Parents are to be notified with a copy of the reflection sheet for signing.

## Playground Time Out 3

A third and subsequent referrals result in extended time out periods or playground suspension for up to three days and the completion of Playground Values Script 3. Admin to follow up and impose length of sanctions. Parent contact is made and follow up case conferences arranged as appropriate.

## In-school suspension or suspension from school

Severe Clause: Severe behaviour breaches may cause the process to be shortened with the imposition of higher level sanctions immediately.

## TIME OUT ROOM

Located in the Library and is supervised by Duty Teacher 4 at lunch.

## DUTY TEACHERS

- Ensure proximity and mobility
- Look for every opportunity to positively reinforce appropriate behaviour
- Use the time out strategy only after attempts at positive correction and logical alternative consequences have failed to stop inappropriate behaviour
- Respond to student concerns about personal safety and well-being
- Support each other by communicating issues of importance
- Investigate incidents that are referred to them by students in the playground
- Resolve disputes on the spot as far as possible

## TIME OUT SUPERVISOR

- Issues appropriate Reflection Sheet
- Records student names in record log
- Debriefs with student about why they were sent to time out
- Returns reflection sheet to duty teacher for follow up and signing off before forwarding to deputy for recording. Forward to class teacher via pigeon hole.

## CLASS TEACHER

- Supports colleagues by having follow up discussions with students about playground behaviour
- Regularly discusses school rules and their meanings
- Ensures parents receive copies of reflection sheets as appropriate and that they are returned signed
- Files copies of reflection sheets for future reference

## ADMINISTRATION

- Impose higher-level sanctions when appropriate
- Update SIS / records daily
- Make parent contact when a case conference is required and facilitate meeting with stakeholders

## GROUND MARKINGS

- Additional markings to be prepared to encourage focussed play through games and provide reminders about walking on paved areas
- Designated markings for the purpose of short periods of isolation also prepared

Each term children have a fresh start so that they can demonstrate a change of attitude and behaviour. All reflection sheets are returned to the class teacher for their own monitoring purposes and to facilitate student teacher discussion as a means of providing collegiate support. Star students are those who have no more than one playground time out for the term.

# Levels of Behaviour Intervention

BEHAVIOUR LEVELS	EXAMPLES	CONSEQUENCES
<p>Behaviours which may not be deemed as intentional or those which are low on the level of seriousness</p> <p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>• dropping or leaving rubbish</li> <li>• being in the sun without a hat</li> <li>• eating/drinking outside designated areas</li> <li>• wearing jewellery, inappropriate makeup</li> <li>• breaking classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• verbal warnings</li> <li>• reminder of rules</li> <li>• apply individual classroom management plan</li> </ul>
<p>Behaviours which may impact negatively on individual or group esteem or safety</p> <p><b>LEVEL 2</b></p>	<ul style="list-style-type: none"> <li>• repeated behaviour from Level 1</li> <li>• going out of bounds areas</li> <li>• touching other peoples property</li> <li>• playing or behaving inappropriately or in an unsafe manner</li> <li>• running on verandahs or paths</li> <li>• playing in toilets</li> <li>• back chatting</li> <li>• repeated violation of classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• cool off time</li> <li>• playground isolation / time out</li> <li>• Values Script</li> <li>• Classroom Values Script</li> </ul>
<p>Behaviours which have the potential to cause physical or emotional harm to persons or property</p> <p><b>LEVEL 3</b></p>	<ul style="list-style-type: none"> <li>• repeated behaviour from Level 2</li> <li>• spitting</li> <li>• swearing</li> <li>• hitting, kicking</li> <li>• verbal harassment</li> <li>• stealing</li> <li>• vandalising</li> <li>• play fighting</li> <li>• bullying-physical and verbal</li> <li>• repeated violation of classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• values script</li> <li>• Administration informed</li> <li>• Buddy class / Classroom Values Script 2</li> <li>• “In-school” suspension considered-teacher / parent consultation</li> </ul>
<p>Behaviours which are severe in nature and have had severe impact on persons or property</p> <p><b>LEVEL 4</b></p>	<ul style="list-style-type: none"> <li>• repeated behaviour from Level 3</li> <li>• fighting</li> <li>• physical harassment</li> <li>• abuse/swearing at staff</li> <li>• bullying-physical and verbal</li> <li>• repeated violation of classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Administration informed</li> <li>• parents informed</li> <li>• negotiated suspension considered</li> <li>• immediate suspension considered</li> </ul>

Excellence at Edney includes students taking responsibility for their own behaviour in the classroom, in the playground, during physical activities and during incursions and excursions.

Students who demonstrate inappropriate behaviours at these times will be warned and reprimanded in accordance with the behaviour management policy. After 3 timeouts they may be considered for exclusion from in-school activities and excursions.

# Bullying Policy



*Bullying is something bad that someone might say or do to you and it happens over and over again.*



## Our School

- Fosters a positive school environment.
- Acts to prevent bullying by helping students to develop appropriate social skills, including strategies to cope with being bullied.
- Has strategies for staff to detect and deal with bullying in the classroom and playground.
- Provides support for students who become involved in incidents of bullying (both victim and bully need help).
- Maintains close communication with parents.

## Our definition

*Bullying is something bad that someone might say or do to you and it happens over and over again.*

## BULLYING IS AN ABUSE OF POWER!

Bullying is not the same thing as an argument or a fight between equals.

## What children can do if they are bullied

- Believe in yourself. You have the right to feel safe and valued.
- Try to ignore the bullying. If you show that you are not upset, the bully may lose interest.
- Tell the bully to stop. Speak firmly and calmly and say that their behaviour is not acceptable to you.
- Avoid being alone in places where bullying happens.
- Share the problem with your family and friends.
- Report the problem to a member of staff, the Principal or Deputy Principal.

## What to do if you know someone is being bullied

- Anyone who sees bullying has a responsibility to do something about it.
- Support the victim in a non-aggressive way. (Don't get involved in name calling or violence).
- Report the problem to a member of staff, Deputy Principal or the Principal.

## Ways Parents Can Help

- Take an active interest in your child's social life and what is happening at school.
- Encourage your child to bring friends home and to accept and tolerate differences in others.
- Make sure your child understands the school's expectations of their behaviour.
- Build a child's self confidence by recognising their positive qualities and valuing them for who they are.
- Be alert for signs of distress in your child such as unwillingness to attend school or lower academic performance
- Listen to your child and acknowledge their feelings and fears.
- Discuss and encourage constructive ways to respond if your child's rights are being infringed.
- Set a positive example by your own behaviour.
- Act (report the problem) if you suspect bullying is occurring.
- Help your child to understand Edney Primary School's Levels of Behaviour and consequences (see facing page).

**Tell  
someone!  
Bullying is  
never ok!**

# General Information



## Bicycles

Students riding bicycles to school are required by law to wear bike helmets. Bikes are not to be ridden on the school pathways or anywhere in the school grounds. No responsibility will be taken for bicycles left behind after school. It is highly recommended that children under the age of 10 do not ride bikes unless supervised by an adult. A locked enclosure is provided at the rear of the canteen but locks and chains are recommended to secure bikes to the racks.

## Canteen - "Fast Edney's"

Edney's canteen promotes better health and welfare of children through offering nutritious and affordable lunches, providing a convenient service for our school community, and contributing any profits back to the school. It is open Tuesday-Friday and offers a wide variety of choices for both lunches and recess snacks. The current menu and price list is available on the school website.

## Lunch order procedure:

### KINDY / PRE-PRIMARY:

Write your child's name, room number and order on an envelope or lunch bag with the correct money inside. Place the order in the basket in the classroom. Orders will be delivered to the classroom.

### YEARS ONE - SIX:

Students go to the canteen counter before school and order their lunch which will then be delivered to the classroom just prior to lunchtime.

Volunteers - Parents who can help on the canteen roster can contact the Manager in the canteen. To operate, the canteen needs several volunteers each day to help prepare the lunches. If you can help, your assistance would be greatly appreciated.

### Children's Belongings

Parents are requested to see that all clothing and belongings are marked clearly with the child's full name. It is impossible to trace unnamed lost property. Teachers will assist children in caring for and looking after belongings but ultimately it is the child's responsibility to take care of their own things.

### Collecting Children from School

Ensure your child knows how to get home if you are not calling for her/him. If at any time you are unexpectedly caught out and cannot meet your child, please make alternative arrangements and notify either the office or the teacher. This avoids a tearful end to the day. Kindergarten and Pre-primary students must be collected by a parent or known nominated responsible adult.

## Fast Edney's

Established in 1989, our School Canteen offers great value, quality, nutritious recess and lunch options, four days per week. We encourage you to support this service, both through ordering, and, volunteering.



# Communication

Our success hinges on the quality of our partnership with students, parents, families and our community. We believe in “no surprises” (except for good ones)! Edney Primary School uses a variety of platforms to provide information to our school community.

## School Website

Our website contains all the information that you need to know. It houses our policies, plans, news of upcoming events as well as handy documents such as our canteen menu, excursion permission notes and home pages for each classroom, where student work is showcased. Visit us at

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

## Edney Mobile

We have an App available for Apple, Android and Windows Phones and Tablets. Our App houses the school diary, which you can synchronise with your calendar, as well as news, newsletters and quick links to download. It's like carrying the school in your pocket. With our App, you can notify the school of student absences, update your contact details, or request a meeting with the school principal. The school will send push notification reminders for important events. It is quick and easy to install, just search for **Edney Primary School** on the App Store.

## Facebook

Our school has a ‘closed’ Facebook group called Edney Primary Parents. Membership is limited to current parents of students at our school. All posts are moderated, in accordance with the page guidelines.

This group brings the P&C and school together, as a place to have questions answered, share information and inform the community of upcoming fundraisers and school events. To join the group, send a request via Facebook.

## Email

We have a school email address for all official communication with the school, including for contact with individual teachers. You are most welcome to email [Edney.PS@education.wa.edu.au](mailto:Edney.PS@education.wa.edu.au) with any queries, absentee notifications, or requests for interviews with staff members.

We are quite efficient with responses, but it may sometimes take a day or two, as staff are engaged in delivering our teaching and learning programs and may not get to check emails immediately.

## Telephone

The school office is open from 8.00am - 3.30pm on school days. Our telephone contact number is **9454 8377**. It is best to call the school to schedule an appointment to see particular members of staff so that we are able to ensure their availability.

## Interviews

It is hoped that parents and teachers will have contact regularly on an informal basis. Scheduled interviews are our preferred method to discuss issues that require time and attention, to ensure that meetings are productive for all concerned.

This is often not possible to accommodate in the rush just before and just after school, when teachers, parents and students are busily preparing and attending to the multitude of tasks that take place.

To arrange an interview, please send a note to the office staff or teacher. The Deputies and the Principal are also available to see parents by appointment. Some useful tips for interviews are on the following page.



# Communicating with your school

No child sails through his or her entire school life without at least a few rough waters. Sometimes it's a classmate who's causing problems. Sometimes it's an issue of how the teacher handles the class or treats a child. Sometimes it's a big misunderstanding. And yes, sometimes the problem is even with your child. No matter what the issue, there are some tried-and-true ways to make dealing with problems at school much smoother.

## Start with the teacher

The best first step is to call your child's teacher and set up a phone conference to discuss the problem. Often, the next step is a face-to-face meeting at the school, either with or without your child. Only if the problem is still unresolved should you take it to the next level - a meeting with the Deputy or Principal.

## Don't be afraid

Many of us feel like children again when we have to meet with the teacher or principal. While these educators are in positions of authority, they're also adults just like you who are interested in your child's education and eager to make the situation better. Don't worry that raising issues with them will "hurt" your child in the classroom. Leaving problems unresolved can be more problematic.

## Think positively

In preparation for a meeting with school personnel, envision that everything will work out for the best. A positive attitude makes it easier for everyone to calmly discuss the issues and find solutions.

## Get the facts - from both sides

Sit down with your child and write down his or her version of the situation. If it's a problem with grading or schoolwork, bring along examples of papers that illustrate your points. Then go through the issues with the teacher and listen to his or her perspective.

## Take off the rose-coloured glasses

It's hard to hear a teacher say that your child is having issues in class, but the situation won't improve unless you understand the teacher's side of things as well.

## Be respectful

Even if the school is "to blame", it's important that you and your child behave respectfully. Children learn what they live and should observe you treating others with respect at all times.

## Decide on a solution together

Work with your child's teacher to come up with a written list of how to resolve the situation. There should be items for you and your child to address and items for the teacher to address. Have the teacher make a copy of the list for both of you, and then schedule a follow-up appointment to see what progress has been made.

## Follow-up on your end

If a teacher has asked you to work on some issues with your child at home, it's important that you do so. You certainly expect the teacher to follow-through with what he or she has promised, and it's only fair that you do the same.

## Be realistic

Not every school year will be perfect, but by dealing with situations calmly and by focusing on the solutions - not the problems, you'll be making the best of the year for you and your child.

# General Information



## Concerns

If you feel you have cause for concern about any aspect of the school's activities, please let the teacher, Deputy or Principal know about it. If other parents talk to you about anything to do with the school that they are not happy about, tell them to come in and let us know. No problem can be solved if we don't know of its existence. Early knowledge of concerns can often resolve problems quickly.

## Custody

If one parent has day to day care of children please inform the Principal if there are access provisions for the other parent. Similarly, should there be other legally binding directives that impact on the school please advise office staff and provide copies of all relevant documents. The school can only act upon legally enforceable orders.

## Dental Therapy Centre

The school has a Dental Therapy Centre attached to it, which provides a free on-going dental service for children attending school from Pre-primary to Year 11 at High School. The aim of the service is to improve the oral health of children through education and instruction about teeth, gums and

good dietary habits. Treatment provided may include permanent or temporary fillings, fluoride treatment, fissure sealants, x-rays, extractions and cleaning of teeth. Any specialist treatment required is not covered by this service; in these instances referrals will be issued. All new students will be issued with enrolment forms. These forms need to be completed and returned promptly to the school or directly to the Dental Therapy Clinic.

## Discipline

We try as far as possible to have a happy atmosphere with a positive approach to discipline by encouraging and praising good behaviour and work. However, consequences will follow inappropriate behaviour. Parents will be advised if there are serious breaches of discipline. An overview of the Behaviour Management Policy can be found in this booklet.

## Dogs, etc.

Parents are asked to make an effort to avoid family pets following children to school where they tend to become nuisances and a danger. The school will have no hesitation in calling the council ranger in the case of persistent offenders. Parents must NOT bring dogs to school when picking up their children, whether on a leash or not.

## Duty

There are always sufficient teachers on duty in all areas of the playground and oval before school, during recess and lunch breaks to adequately attend to playground issues. Students should, in the first instance, refer to a duty teacher if issues arise that cannot be resolved.

## Excursions

Some educational excursions will be arranged for each class. Written advice is sent to parents for every excursion. It is desirable that all class members participate in planned excursions which are part of the teaching program.

Money for class excursions should be sent in a sealed envelope with your child's permission slip to the class teacher or paid electronically into the school bank account using your child's name as a reference. EFTPOS is available in the front office for payments from Cheque, Savings or Credit accounts. You can also pay over the phone with Credit Cards only. In the event of financial difficulty, please contact the office.

Student participation in excursions is contingent on maintaining appropriate standards of behaviour at school, and the return of all forms and payment where requested.

## Exemption from Physical Education and Sport

Children are expected to take part in these lessons. Children will be exempt only if a note or medical certificate is forwarded to the class teacher.

## Factions

All children are placed in to a faction on enrolment at the school. These factions are Blue, Gold, Green and Red. Family members are kept in the same faction.

## Hat Policy - No School Hat, No Play

The school has a policy that children are to wear the approved, compulsory Edney Primary School hat when doing physical education and when outside at play. The wearing of the school bucket hat is compulsory, all year round. Please ensure your child's name is marked on their hat.

School hats are available to purchase from the front office for \$12 each. It is expected that each child wears the school-endorsed hat for all outdoor play, sport and activities including excursions and that lost, misplaced or outgrown hats are replaced as soon as possible.

## Help in the Classroom

We welcome assistance in the classroom. Parents will be asked to complete a Confidential Declaration Form. Please note all volunteers other than parents are required to obtain a Working with Children Check through the post office and present the current clearance or the receipt for your application to the school administration prior to commencing volunteer work.



# Head Lice Policy

## The parent's responsibility is:

- to comply with the school's head lice policy
- to check their child's hair for head lice infestation regularly
- to read the Department of Health's Head Lice pamphlet
- to treat their child's hair immediately if the child has head lice
- to inform the school if their child has a head lice infestation.

## The Community (School) Nurse

The community Nurse's role is to provide information, advice and education to parents and the school community about head lice management.

## The School's role is:

- to develop, implement and maintain a head lice management policy
- to provide a copy of the Department of Health Head Lice pamphlet at enrolment and on request.

## The Department of Health's Head Lice Fact Sheet will be:

- included in the enrolment package
- sent home to parents of a child with head lice
- promoted in the fortnightly school newsletter and by other advertising means.

## Other head lice education strategies:

- head lice information will be included in class activities where appropriate, e.g. personal development (how to identify head lice and comb out), science (life cycle of the head louse) and drama (short humorous play)
- head lice management education sessions will be provided at least biannually by the Community (School) Nurse for staff, parents and P&C members, to ensure the school community is well-informed
- Parents who need further advice or who experience difficulty with treatment may be referred to the Community (School) Nurse for assistance
- 'Resource Parents' are volunteer parents who have received extended head lice education from the Community (School) Nurse and who are available to provide peer education and support to other parents for head lice management.

## What will happen when a child is found to have head lice?

### Day 1:

- The student will be given a brief age-appropriate explanation about head lice
- A 'Letter to Parents' will be sent home with the student at the end of the day. A copy of the Department of Health's Head Lice Fact Sheet will be enclosed with the parent letter
- Parents of the other students in the class will be sent a letter on the same day asking them to check their child's hair for head lice.

### Day 2:

- The day after treatment has commenced, the parent should send the child back to school with the completed 'Confirmation of Treatment' tear-off section of the Letter to Parents
- If the tear-off section is not returned and the student is not able to confirm that treatment has commenced, the Principal or delegate will contact the parent
- If no treatment has started, the parents will be asked if they are experiencing any difficulty
- Parents will be given a reminder regarding their responsibility to the child and the school community.

### Day 3:

Where a child again returns to school without treatment commenced, the Principal or delegate may ask the Community (School) Nurse, who represents the Department of Health in the school, to undertake phone contact or a home visit.

### Day 4:

- Where a student yet again returns to school without evidence of treatment, the Principal or delegate will contact the parent and advise that the student is excluded from school until treatment has commenced
- Homework will be provided for the student, with teacher phone support where appropriate.

### Day 5 – ongoing:

Where a student continues to be absent from school without due reason, the matter will be dealt with in accordance with the school's attendance policy. Head Lice infestation is easily treated and is not a disease. Once treatment has commenced, it is not a valid reason for absence from school. As a last resort only – where considered appropriate by the Principal and Community (School) Nurse, the family may be referred to the Department for Child Protection and Family Support.

### **Additional Key Points**

- Coordination of the Head Lice Policy will be undertaken by the Deputy Principal. The Deputy Principal will be the contact person for staff and parents for dealing with head lice issues. Teachers who have concerns regarding the return to school of the child with head lice, or regarding the 'Confirmation of Commencement of Treatment' slip, should refer to the Deputy Principal
- Under the School Education Act 1999, students found to have head lice may be excluded from school at the discretion of the Principal until treatment has begun and most eggs have been removed, in accordance with the Department of Health treatment advice. In practice, this means students can return to school the day after treatment has commenced, provided that effective treatment is completed consistently over the following 10 days. A few remaining eggs are not a reason for exclusion
- The School advises that parents should use the Department of Health's recommended treatment as described in the Head Lice Fact Sheet
- Students with long hair must wear it tied back and/or braided and pinned up
- Students found to have head lice will normally be excluded at the end of the school day, and not earlier, except in circumstances described above for Day 4 and thereafter
- School staff or the Community (School) Nurse do not undertake class head checks for head lice, as this is not an efficient or effective strategy for head lice control
- The School Principal will nominate 2-3 school staff members who may examine a student's hair only where there is reason to believe the child may have head lice, i.e. where eggs (nits) or crawling head lice have been sighted or where a child is scratching the head excessively.

# Homework Policy

## Rationale / Beliefs

Homework for primary school children should be minimal, in order that a balance of play, rest and exercise can be achieved. In the early years homework should largely be informal and non-compulsory. As children move towards the upper primary years they should progressively be exposed to more structured homework requirements in order to facilitate a smooth transition to secondary school through the development of good study habits. Homework should always be seen as a vehicle to enhance student learning outcomes and foster positive school/home partnerships.

## Policy statements

These statements are to provide for a uniform approach to homework at Edney Primary School. They articulate a clear position to parents and teachers about expectations and have been developed in consultation with all parties.

## Time allocations

### Years 1 -2

No formal homework set but daily home reading is strongly encouraged for 10-20 minutes. This should involve children reading to parents, parents reading to and with children and children reading independently.

### Years 3-4

No formal homework set but daily home reading is strongly encouraged for 10-20 minutes. This should involve children reading to parents, parents reading to and with children and children reading independently with the addition of occasional incidental homework to support classroom activities.

### Years 5-6

Up to 20 minutes of independent reading is strongly encouraged. Parents are still encouraged to read to and with children. Monday - Thursday students work towards an established routine of up to 30 minutes of set homework daily.

## Nature of homework

### Years 1 - 2

- home reading - parents, students, parents & students
- voluntary searches for information and artefacts to support classroom themes and/or activities.

### Years 3 - 4

- home reading - shared and independent
- voluntary searches for information and artefacts to support classroom themes and/or activities
- voluntary practise of basic number facts.

### Years 5 - 6

- independent home reading
- voluntary searches for information and artefacts to support classroom themes and/or activities
- specific tasks to support classroom learning progress
- practise of basic number facts
- targeted strategies to reinforce new concepts.

## Students requiring additional support

Some students have particular learning needs due to a learning difficulty or developmental delay. On occasions it can be useful to support such students with targeted specific activities designed to reinforce or develop a concept. Teachers & parents can work together to negotiate such activities always based on the premise of encouraging and supporting the child - not pushing them beyond their limits.

## Alternatives to homework parents can use to support student learning

### All Years

- board games, card games, dice games
- reading stories at bedtime
- cooking
- outdoor games and activities
- play charades and other drama type activities
- watch TV together and talk about the issues
- do crosswords, puzzles and jigsaws
- use a computer to search for interesting educational internet sites.

If nothing else,  
just read, read  
read! Every day.

# Just Read!

## Reading -the foundation for success

Reading is the fundamental skill for all learning, and primary school is where children jump on the reading superhighway. In just a few short years, most children go from singing the ABC song to mastering books. To help your children become skilled readers, try these suggestions:

## Read to them

Reading to your children is the single most important thing you can do to help children develop a love of books and reading. While bedtime is traditionally story time, don't limit yourself. Keep books in your car, in your bag, by the couch, and even by the bathtub. That way, reading can easily be made part of the day. Also, keep books on low shelves, on the floor, in toy boxes, or anywhere else your children can reach them.

## Have plenty of material

Books aren't the only thing children can read. Posters, maps, magazines, recipes and newspapers are great reading material. Computer games and Apps that emphasise reading skills may also be useful for your school-age children.

## Listen to them read

From the day your children begin sounding out letters, concentrate on how they're doing. Try to include some 'read aloud' time - where they're reading to you - in your everyday routine. You can offer them praise and catch any early problems before they have time to become habits.

## Model good reading habits and limit screen time

Your children need to see that reading is a lifelong skill and a form of entertainment. Take them to the library to choose books, and choose some for yourself too. If you can, when reading newspapers, magazines or online articles, discuss what you read with your children. This shows children that reading isn't only schoolwork - it's something that's an integral part of everyone's life. Also, limit the amount of time spent watching screens.

## Let them choose

Within reason, allow your children to choose their own reading material. If they choose what to read, they'll be more likely to actually spend time reading. Sign your children up at the local library and entrust them with keeping their books in good shape and returning them on time.

## Ask the teacher

Ask your child's teacher if your child has areas in which he or she may need extra help. Also, make sure to let the teacher know if you've noticed any reading problems at home. Working with the teacher and school will ensure your child's continued reading success.

## Get excited

Give your child lots of praise and encouragement when it comes to reading. Show you're excited about what they are reading and learning.

## More important than ever

Just 15 minutes of reading per day can change your child's life. It is a skill that comes only with practise, and, like any form of exercise, the more, the better. It is an investment in a lifelong skill that unlocks all knowledge, and it will become more important as the amount of information available constantly expands.



Just 15 minutes  
of reading per day  
can change your  
child's life!

# General Information



## Infectious Diseases

The following diseases require exclusion from school: Chicken pox, head lice, influenza, measles, mumps, ringworm, rubella, school sores and trachoma.

Check with the Principal for the length of exclusion in each case. If in doubt consult your doctor. Parents will be asked to collect their children if they are suspected of having an infectious disease, and for a measles outbreak if the school has no evidence of immunisation. Always notify the school immediately a diagnosis is confirmed by a doctor.

## Lost Property

All clothing items found are put in a 'lost property' box in the library, and children and parents are welcome to look in it at any time if items have been lost. Items not claimed at the end of each term may be given to charity or sold second hand. Please make sure that all clothing is clearly marked with your child's name.

## Medication

Some students require medication at school on a regular basis. If this is the case, you should complete the appropriate Health Care Plan which can be obtained from the front office. Based on information given, processes will be established for safe storage, recording and administration of the medication. Please note, self administration is a preferred option depending on the child's age. Parents need to ensure that medication forwarded to the school has not exceeded the expiry date. This is the parent or guardian's responsibility.

### **Medical Needs Register**

If your child suffers from a serious or life threatening condition, eg peanut allergy, diabetes, epilepsy, you are required to complete a Health Care Plan for your child and provide medication if it is required. The information is confidential and is only used to ensure your child receives the appropriate medical attention should the need arise. Only staff has access to this information.

### **Mobile Phones and Personal Devices**

Students are not permitted to have or use mobile phones or personal electronic devices whilst at school. If your child requires use of a mobile phone for the journey to or from school, then an application and agreement must be made with the school Principal prior to the child bringing the device to school. Devices must be switched off during school hours, and, preferably stored securely by agreement with the classroom teacher.

### **Money, Valuables and Toys**

All money should be sent to school in a secure manner, preferably in a sealed envelope, labelled with name, amount and purpose of money. For ease of handling, the correct amount should be enclosed. If it is necessary for a child to have a sum of money at the school, the child should place it in the care of the class teacher for security. Valuables and toys are not to be brought to school, as the school cannot accept responsibility for these.

### **Parking**

There is ample parking adjacent to the High Wycombe Recreation Centre and we recommend parents use this area whenever possible. There is limited parking at the front of the school and at the Family Centre. Parents are asked to stay for the minimum time necessary.

Parents are urged to use the Community Centre parking and walk the short distance to the Pre-primary centres. The parking area directly in front of the school office and outside Pre-primary is for staff parking only and for people attending the Dental Clinic or on school business. The staff parking area is not to be used for picking up or setting down children before or after school. This is Department of Education Policy and is in the interests of safety. Parents are asked not to park on the school lawns, in the gardens or on the

footpaths. There is a large number of cars around the school especially after school and indiscriminate parking creates a safety hazard for the children.

### **Peanut and 'Allergy Aware' School**

Could all parents please pack peanut free food in children's lunch boxes. We have students attending school who have peanut allergies which means severe reactions can occur if they are in contact with peanut products. Thank you in anticipation of your support.

### **Personal Requirements Lists**

Parents are expected to provide items required for the personal use of students such as pens, pencils, rulers, erasers, coloured pencils, felt pens, calculators, workbooks, toilet requirements - soap and towel, etc. A list of these requirements is sent home in Term Four each year and parents can choose to purchase supplies from any supplier, although the school encourages you to use our preferred supplier and to shop locally.

### **Reading and Library Books**

We are lucky at Edney to have a well-equipped Library. In order to preserve our books and extend the life of each book, all children are expected to have a library bag. The library bags protect the library books when the children take them out. As you can appreciate library books are expensive to purchase and we need to keep them in good condition for as long as possible. A library bag and careful handling of library and reading books by children will help to extend their useful life.

### **Reporting to Parents**

In 2019 formal reporting will occur at the end of Semesters 1 and 2. Reports are emailed to the person recorded as the primary caregiver in our school records - please ensure that you keep the school updated with your latest email address.

Formal reports detail your child's progress and achievement in key learning areas, indications of his/her attitude, behaviour and effort as well as detailed comments and an opportunity to request parent interviews.

Parents are encouraged to contact class teachers throughout the year to discuss your child's progress.

# General Information

## School Board

The purpose of our School Board is to provide opportunity for parents and the wider community to take part in the shaping and monitoring of the school's objectives, priorities and general policy directions. Parent and community members form the majority of the Board. Elections for School Board and the P&C must be held separately. The whole parent population will be advised when nominations are invited to fill Board vacancies. The Board meets twice per term and other times as deemed necessary. All meetings are open to the public.

## School Grounds and Property

It is Government policy that school facilities and resources are made available for use by the community. Written applications must be submitted for use of school grounds and property and must be approved by the Principal and formalised through a written agreement signed by the Principal and a representative of the user group. Anyone seeing anything untoward or people acting suspiciously on school property are asked to telephone School Security on 9264 4771 or School Watch on 1800 177 777.

## School Health

This school is visited by a district based School Nurse, who is a registered nurse. The aim of the School Nurse is to help children achieve good health so they can get maximum benefit from their education and enjoy a full life. Health appraisals are offered in Kindergarten and where necessary in other years.

## Parents & Citizens Association

The Parents and Citizens Association meet regularly throughout the year in the library. Office bearers are elected at the Annual General Meeting, which is held in the first term of each year. At this meeting the various committees are formed. Meetings are Tuesday at 7.00pm.

## School Psychologist

The school employs a Psychologist. Children may be referred to the school psychologist where there is concern about academic, behavioural, social or emotional problems affecting the child's progress at school. The school psychologist is a qualified specialist able to make recommendations on courses of action to be taken or offer advice on further referral, should this be necessary.



# School Uniform

Our school dress and presentation requirements are tangible evidence of the high standards expected of and achieved by the Edney Primary School Community. The benefits of our school dress code include: promoting a positive image of our school and creating a sense of identity among students; promoting safety of students through easy identification; keeping costs of clothing within reasonable limits for parents; and assisting students to learn the importance of appropriate presentation.

Acceptance of your enrolment at Edney is taken as agreement to abide by our dress code.

Edney Primary School Uniform is available from Lowes at Belmont Forum Shopping Centre, or online at [www.lowes.com.au](http://www.lowes.com.au)

## EDNEY DRESS CODE

### Shirts

- Red school polo shirt with logo
- Faction t-shirt (red, blue, gold or green) for wear on Fridays and designated events only

### Jackets / Jumpers

- Black fleece jacket with school logo
- Black microfibre jacket with school logo

### Pants / Skirts / Shorts

- Black shorts, pants, skorts, sports skorts, skirt or trackpants
- Check dress with school logo
- Leggings may be worn, but a skirt, skort, shorts or dress must be worn over the top

### Hats

Edney Primary School bucket hat with school logo is **compulsory** for outdoor play and physical education, all year round. The School Hat is available to purchase from the School Office for \$12.00.

### Footwear

- Sturdy, and preferably enclosed footwear must be worn at all times
- Appropriate footwear is required for sport

### Accessories

Students are encouraged to wear hair accessories, scarves, skivvies (under school uniform) consistent with the school colours of red and black.

**The following do not meet our Dress Code and must not be worn to school:**

- Any item of denim clothing
- Make-up, including nail polish
- Torn, ripped or dirty clothing
- Thongs or flimsy footwear
- Loose long hair - all hair shoulder length and beyond to be tied back, for both boys and girls.



### Swimming (In-Term)

The school organises a series of swimming lessons for children from Pre-primary to Year Six. The actual lessons are free, although there is a cost to parents made up of a charge for pool entrance and bus fare. Parents are asked to pay for the series of ten lessons in advance so that the cost of hiring the bus is covered.

### Withdrawal of students from school

Legally, children are the responsibility of teachers throughout the school day. All requests to take children away from school during school hours must be in writing to the class teacher or directly to the Principal. Parents collecting students early must come to the front office and complete the required documentation prior to collecting their child/children. Students are not to leave the school grounds without permission. Parents who wish their children to go home for lunch regularly are asked to advise the teacher in writing at the beginning of the school year. Occasional visits home for lunch require a note to the teacher each time.



# Final word - the importance of play

Play is a child's "job." Unfortunately, between television, computers, and scheduled activities, children are left with very little time in which to do their job. Play provides great learning opportunities and also gives children some much needed time to simply be children. Play also helps children develop their imaginations and build motor and social skills.

Play is a skill for life, for all ages. It is not limited solely to early childhood. Here are some great tips to get your children playing, no matter their age:

## Limit screen time

Children spend too much time in front of screens. Limiting access will encourage them to engage in other activities. If they need or enjoy the background noise, turn on the radio or streaming service. Music will entice your children to sing, dance and use their imaginations.

## Don't rush

Just like adults, children need time to unwind and time for their imaginations to start working. Try to provide daily time for unstructured and unscheduled play; time when your children can decide what, when and how to play.

## Be creative

Children don't need the latest and greatest toys and devices. All you really need are a few basic essentials such as crayons, dress-up clothes, books and balls. Keep "open-ended" materials around - things that children can use for more than one type of play, from modelling clay to old sheets to wooden blocks to cardboard boxes.

## Don't believe the hype

Many educational toys tout benefits you will likely never see. Before you spend a lot of money on educational toys or devices, ask your child's teacher for recommendations. While an electronic device might look great and have a lot of features, puzzles or a craft kit might better serve your child's needs. Involve your child in the discussion and purchase of toys. You want to make sure you choose toys with which they will actually play.

## Get outdoors and run around

Regardless of whether or not your child plays organised sports, make time several days a week

for them to run around and exercise. From swinging a bat to swinging on a swing set, physical activity helps children grow strong and release some energy.

## Play games

When children play games, they learn important social lessons. Team games help teach skills such as how to work together, how to handle conflict, and how to strategize. Board games teach skills such as sharing, taking turns, and the art of compromise. Playing games also teaches children how to be graceful winners and good losers. While parents and caregivers can be game "partners", it's more important to have children interact with siblings or peers.

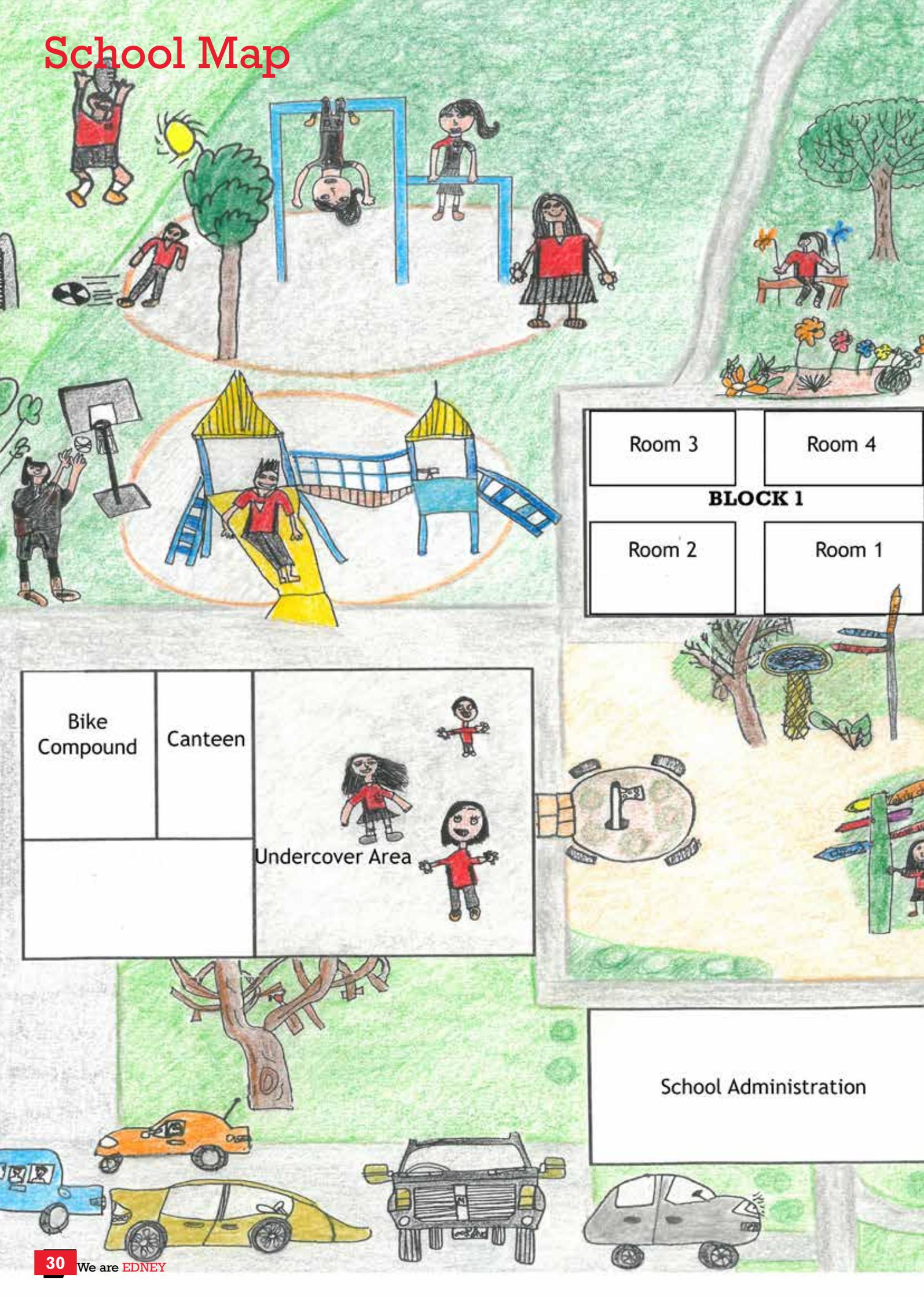
## Expect play

After-school and holiday childcare programs can be wonderful opportunities for children to play - or they can be play-busters. When looking at these programs, ask how much time your child will have to play. Choose a program or provider you feel allows your child enough time to play and use his or her imagination.

**The most important thing is to allow your children to be children and learn through play.**



# School Map



Room 3

Room 4

**BLOCK 1**

Room 2

Room 1

Bike  
Compound

Canteen

Undercover Area

School Administration



Room 7	Room 8	Room 9
<b>BLOCK 2</b>		
Science	Room 5	

EC3	EC4	EC5
<b>EARLY CHILDHOOD BLOCK</b>		
	EC2	EC1

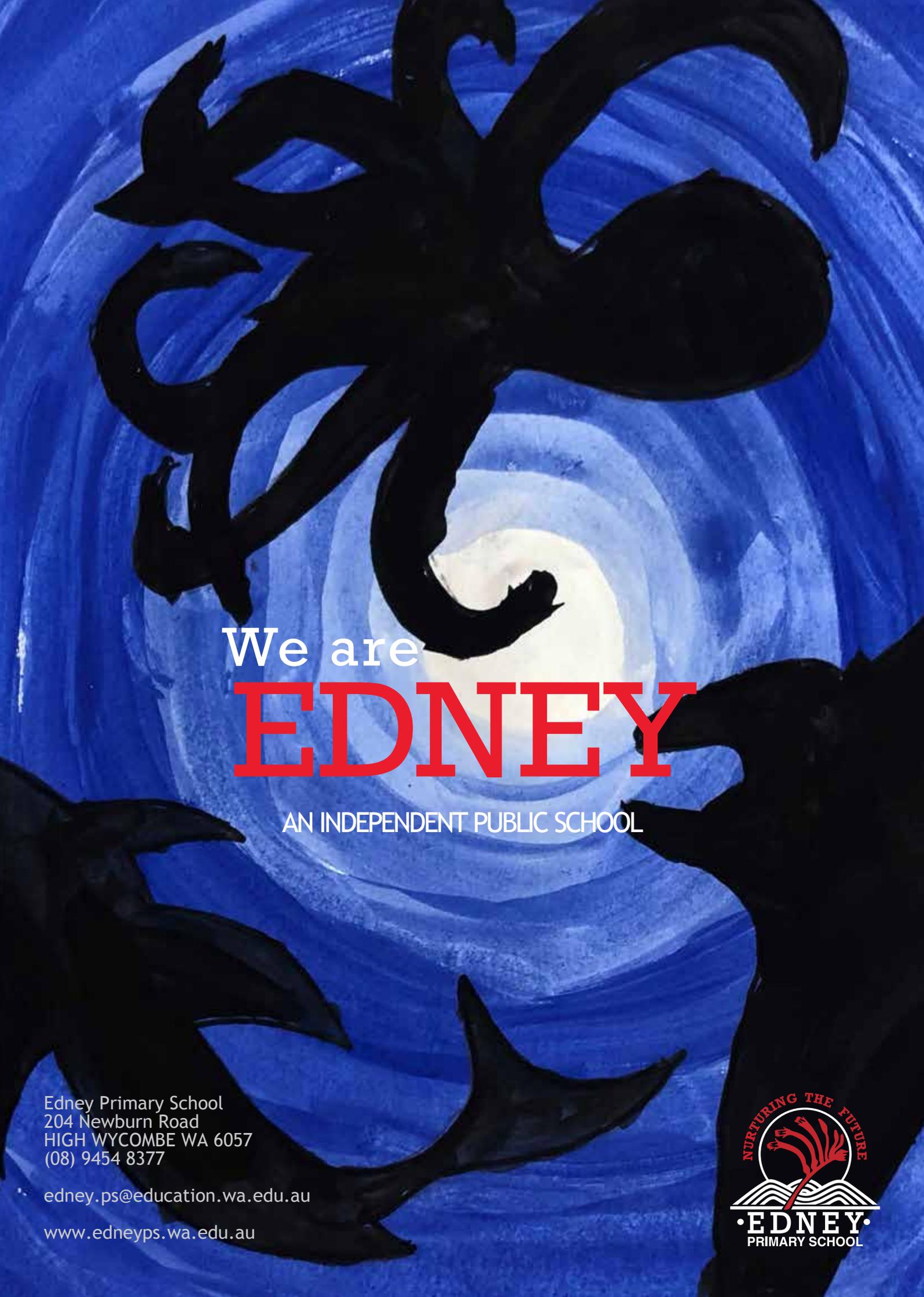


Room 12	Room 13
<b>BLOCK 3</b>	
Room 11	Room 10

Library	Art Room	
	Music Room	Dental



Room 16	Room 17
<b>BLOCK 4</b>	
Room 15	Room 14



We are  
**EDNEY**

AN INDEPENDENT PUBLIC SCHOOL

Edney Primary School  
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