



**NORTH WOODVALE
PRIMARY SCHOOL**



PRE PRIMARY-YEAR 6 HANDBOOK

MEET THE LEADERSHIP TEAM

Welcome to North Woodvale Primary School. We place high priority on excellence in teaching and learning, strong relationships and positive support for all children. We are a proud community focused school which provides a high quality, well-rounded education where every child's learning needs are met through high quality, evidence based teaching practices. All staff are caring and strongly committed to provide an inclusive environment where every child has the opportunity to thrive. The school has a strong focus on continual improvement resulting in hard working students and dedicated teachers. Through our core values of 'Learning, Excellence, Equity and Care', North Woodvale focuses on mental health and wellbeing, enabling our students to be mindful, empathetic and purposeful contributors in society.

We hold the firm belief that open communication is clearly evidenced in effective schools and is critical in maintaining positive relationships between the school and the community. It is this strong relationship that helps makes North Woodvale a great school.

Whilst there are a number of factors that improve outcomes for students, it is clear that the quality of the teacher has the greatest impact and we ensure that there is quality curriculum and instruction being delivered in every classroom, every day.

We feel very fortunate to be in the position to be the leaders at North Woodvale and continually strive to make positive contributions to the school. We have high expectations of ourselves, the staff and the students and believe that a positive tone across the school is critical to student success.

Our students, your children, are at the heart of everything we do and we look forward to continuing our positive partnership with you.



Admin Staff

Principal	Andrew Schmidt
Deputy Principals	Tom Hills Teresa Reeve

SCHOOL SUPPORT STAFF

Admin Office

Deborah Mullane
Katerina Puttick
Natalie Tavanyar

Education Assistants

Ann-Marie MacGregor
Annette Metcalf
Pam Searle
Debbie Stephens
Tracey Stutt
Mel Turland
Dianne Wanstall
Tania Peden

Garden & Ground Staff

Brad Geary
Vivian Jones
Amanda Winsor-Spaans
Greg Wood

Specialist Teachers

Amanda Delphin - LOTE
Jane Marron - VA
Rachael Robertson- VA
Kelsey Parker - PA
Narelle Cox - Science
Carol Marshall - Science
Mike Zyrucha - PE

Department of Education Support Staff

Gemma Gardiner - School Psychologist
Carol Bradley – Librarian
Michelle Casinader - Chaplain

Class Teachers

Louise Allen
Cathy Barbera
Joanne Beswick
Morgan Bewick
Kate Clarence
Brad Coutts
Narelle Cox
Melissa Denson
Simone Downey
Emily Hains
Rhana Ingham
Sam James
Kerry Lockhart
Rebecca Lynn
Marian Mullin
Olivia Parslow
James Sheehan-Nel
Denise Oxenburgh
Adam Sibson
Demi Van Vliet

Class Structures

The Principal determines the class structure and deployment of teaching and support staff in consultation with the Administration Team and the Student Services Team.

Newsletters

The school newsletter is issued twice a term on week 5 and week 10. The newsletters are a vital means of communication with parents. A comprehensive term planner is also provided at the beginning of each term, informing parents of key activities, dates and events over the term. Teachers are encouraged to put samples of students work and activities in the newsletter.

School Times

Classes commence at 8.45am. As we monitor the attendance of our students closely, a late note must be obtained from the front office if arriving after 8.45am.

Our school office is open from 8am – 4pm.

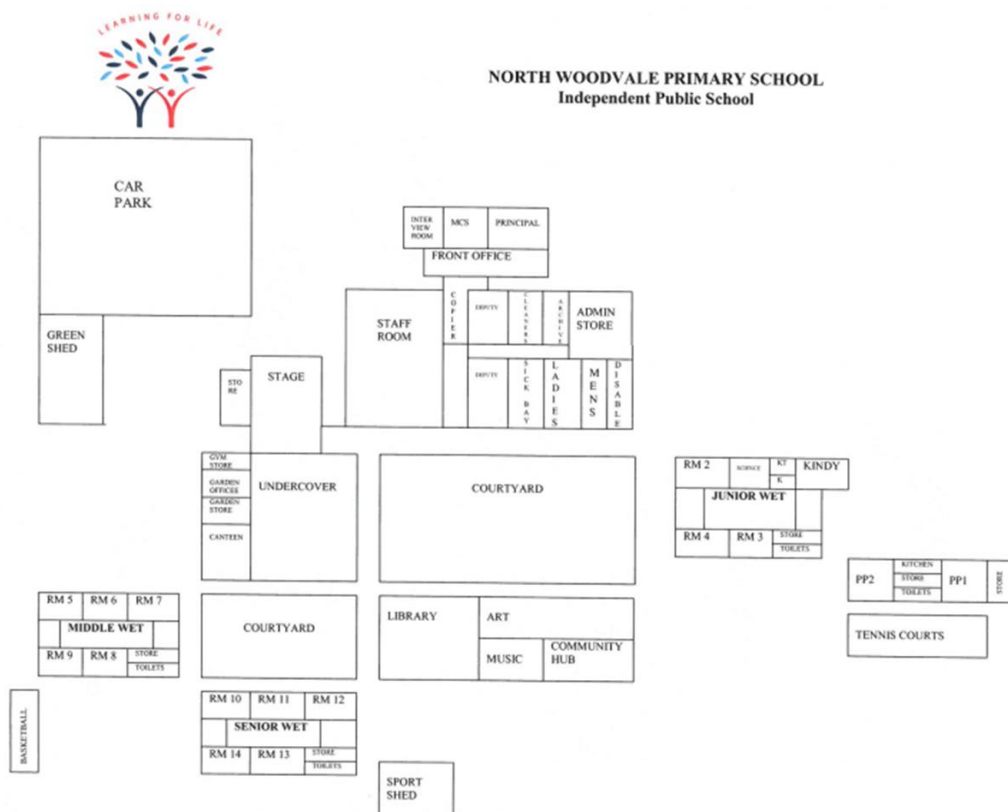
8.30 am – 8.45 am	Classrooms open
8.45 am – 9.45 am	Session one
9.45 am – 10.35 am	Session two
10.35 am – 10:55 am	Recess
10.55 am – 11.45 am	Session three
11.45 am – 12:35 pm	Session four
12.35 pm – 1.20 pm	Lunch
1.20 pm – 2.10 pm	Session five
2.10 pm – 3:00 pm	Session six

Term Dates for Students in 2022

Term One	Monday 31 January	-	Friday 8 April
Term Two	Tuesday 26 April	-	Friday 1 July
Term Three	Tuesday 19 July	-	Friday 23 September
Term Four	Monday 10 October	-	Thursday 15 December

Public Holidays and School Development Days 2022

Term One	Monday 7 March (Labour Day)
Term Two	Monday 25 April (ANZAC Day), Tuesday 26 April (SDD), Monday 6 June (WA Day)
Term Three	Monday 18 July (SDD)
Term Four	Friday 11 November (SDD)



COMMUNICATION

We pride ourselves on our positive relationship that is evident between the school and the community in which it serves. A critical component of our relationship is the positive and respectful manner in which we communicate.

There are many pathways a parent can take to ensure effective, clear communication with the highly trained professionals who look after your children at North Woodvale Primary School. Telephone or email are the two preferred methods used between the school and home.

The school's website has a range of information that parents and community members will find useful. Twice a term, a detailed school newsletter is distributed and the school has a Facebook page.

Additionally, the school has an active P&C and a committed School Board- they help to maintain our critical partnerships with the school community.

When communicating with teaching professionals, please:

- Speak respectfully, honestly and with integrity
- Trust in the professional judgements of the teaching team and school administrators
- Be constructive with your questions and comments
- Communicate directly with us rather than relying on second hand information

Remember that your child is a very important member of the class however as they are one of many, there are high demands on teachers and while all communication is important, when you email our staff please be aware that we will endeavour to get back to you in a timely manner however it may not be immediate.

We encourage you to contact your child's teacher if you have any concerns about your child or want to celebrate about how your child is performing.



HOW TO COMMUNICATE WITH YOUR CHILD'S TEACHER(S):

Speak to classroom teacher at an appropriate time, make an appointment or send an email

Require additional information?

Email or speak to Deputy Principal:

Early years (K–2) – Teresa Reeve
teresa.reeve@education.wa.edu.au

Senior years (3–6) – Tom Hills
thomas.hills@education.wa.edu.au

Require additional information?

Email or speak to Principal

All years (K–6) – Andrew Schmidt
andrew.schmidt@education.wa.edu.au

Our administration office is open from 8am – 4pm.

Phone: 6207 2300

Email: northwoodvale.ps@education.wa.edu.au

Whilst we encourage you to make contact with teaching staff in the first instance, there may be occasions that you prefer to direct your enquiry to a member of the Administration Team.

MEET THE STUDENT SERVICES TEAM

In addition to in class teaching, we are fortunate at North Woodvale Primary School to be well supported by a range of stakeholders, agencies and groups. We are also lucky to have a team of dedicated staff such as our School Psychologist, Chaplain and Student Services Team who support our students and staff in many areas of need.

The Student Services Team meet on a fortnightly basis and discuss all students within the school that may be experiencing difficulties or hardship resulting in academic and/or social concerns. The Student Services Team will then work closely with families to develop appropriate strategies through a case management approach.

School Administration

Andrew Schmidt

andrew.schmidt@education.wa.edu.au

Teresa Reeve

teresa.reeve@education.wa.edu.au

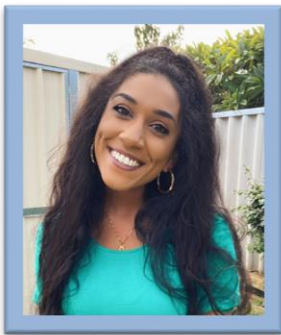
Tom Hills

thomas.hills@education.wa.edu.au

School Psychologist

Gemma Gardener

Our School Psychologist works with us one day a week. Any concerns you may have with your child are first discussed with the class teacher. The teacher will then contact the Student Services Team on your behalf.



Chaplain

Michelle Casinader

michelle.casinader@youthcare.org.au

Our chaplain works with us two days a week and her focus is to care and support the students and families at North Woodvale Primary School. Michelle works with small groups as well as individuals on a one-on-one basis when needed. A child can contact Michelle by putting a note in the red box outside the Community Hub.

HEALTH AND WELLBEING AT NORTH WOODVALE PRIMARY SCHOOL

Health and Wellbeing is at the forefront of what we do here at North Woodvale Primary School. Our school fosters positive emotions and relationships in order to strengthen overall wellbeing, academic performance and achievement. It is embedded in our school plans through evidence based programs, explicit teaching, mindfulness and student leadership.

We have developed our positive approach to mental health and wellbeing based on the belief that the skills needed to flourish in life can be taught. Our students explore a range of skills and harness character strengths to improve wellbeing, enabling them to become flourishing members of society. At North Woodvale, our vision is to provide our students with opportunities to flourish and help them to *learn for life*. Our health and wellbeing practices support our school to achieve this by encouraging our students to be creative, positive, resilient learners who are innovative thinkers and compassionate community members. It builds wellbeing and strengths to live a meaningful and thriving life.

At North Woodvale, we care about the mental health and wellbeing of your child. We actively seek to build students' sense of connectedness and belonging, guided by the PERMAH model of Positive Education.



At North Woodvale Primary School, we foster the development of students' social and emotional skills through a variety of avenues, such as:

URSTRONG Friendology Program

URSTRONG is all about empowering kids with friendship skills. Students are given proven, skills-based strategies to help them build and maintain health friendships. Through the Friendology 101 curriculum, students, parents and staff are equipped with a common, easy-to-follow language of friendship.

Resilience

A whole-school priority at North Woodvale is to provide students with the skills to be resilient through the explicit teaching of personal and social capabilities that foster resilience and wellbeing from Kindergarten to Year Six students. We have incorporated the use of Road Safety and Drug Education (SDERA) Challenges and Choices resources to increase students' understanding and awareness of concepts such as bullying, conflict resolution, communication skills, interpersonal skills, positive self-esteem, empathy and decision-making skills. The skills and attitudes taught are listed under four elements:

1. Self-awareness
2. Self-management
3. Social awareness
4. Social management

Your child needs the **personal skills and attitudes to help them bounce back from everyday challenges** such as making mistakes, falling out with friends, getting a new teacher, moving to a new school or losing an important sporting match. Your child might also face more serious challenges such as family breakdown, adapting to a step-family, the illness or death of a family member or bullying.

Protective Behaviours

All students at North Woodvale participate in a comprehensive Protective Behaviours program. Protective Behaviours develops personal safety skills that can be used by children and young people to help keep them safe in different environments. The program includes independent living skills and personal safety which aims to strengthen the resilience of students and ensure their safety as they grow and develop.



WAYS FOR FAMILIES TO PROMOTE RESILIENCE AND POSITIVE WELLBEING AT HOME

All young people can build the personal skills for resilience. As a parent, you have a big role to play in helping. You can do this by:

- When your child comes home from school, ask them what went well today and share your own experiences of successful parts of your day
- Encourage your child to keep a gratitude journal or make time every day to express three things that they are grateful for
- Focus on the idea of working hard, not being 'good' or 'bad' at something – praise the effort and not necessarily the outcome
- Provide clear boundaries regarding access to social media and screen time
- Act, Belong, Commit; encourage students to be part of the wider community by joining a sports team, club or volunteering
- Encourage your child to exhibit North Woodvale's core values of: care, empathy, excellence and learning
- Talk to your child about their network of trusted adults that are a support system and who they can turn to if they need help such as grandparents, aunts, uncles or teachers.

GET INVOLVED AT NORTH WOODVALE PRIMARY SCHOOL

- Attend whole school events such as our annual mental health and wellbeing day (Grow Your Mind Day), athletics carnivals, sporting events and assemblies
- Join the P&C and volunteer at community events
- Nominate for the School Board
- Volunteer in the canteen
- Talk to your child's teacher about being a parent helper

By involving your family in these sorts of activities, you can increase a collective sense of belonging in our community.

WHAT IS BULLYING?

“Bullying is hurtful, aggressive and repeated behaviour that aims to embarrass, threaten or intimidate another person.” Be You, 2020.

Bullying can be carried out by an individual or group towards one or more persons and is a complex social problem which can occur in environments such as schools.

Researchers agree that there are five key features of bullying behaviour:

1. The person (or people) who engage in bullying behaviour intend to inflict harm or fear upon the target.
2. Aggression towards the target occurs repeatedly.
3. The targeted child or young person doesn't provoke bullying behaviour by using verbal or physical aggression.
4. Bullying tends to occur in familiar social groups.
5. The person engaging in the bullying behaviour is usually more powerful (either in reality or perception) than the person they're targeting. This power may be, for example, social, physical or age-related.

Bullying involves:

Face-to-face Face-to-face (or direct) bullying may include damaging a person's belongings, kicking, hitting and punching, or verbal actions such as making threats, name-calling and insults. Face-to-face bullying is usually more easily witnessed.

Covert Covert bullying is more subtle – it's typically nonphysical and occurs out of sight of others. Covert bullying can include hand gestures, threatening looks, whispering, excluding, blackmailing, spreading rumours, threatening and trying to socially isolate someone. Other covert bullying behaviours may include trying to damage social relationships, playing nasty practical jokes, telling others' private information, criticising clothes and personalities, sending mocking or abusive notes, or intentional ignoring.

Cyberbullying Cyberbullying, or online bullying, occurs via technologies such as email, social media, text messages, or instant messaging. Cyberbullying differs from offline bullying in that the perpetrators can more easily remain anonymous, the nasty content can reach a larger audience, and material can be difficult to remove.

Bystanders Someone who sees or knows about bullying, but does nothing to stop it, is known as a bystander. A bystander plays a significant role in bullying. A supportive bystander will use words and/or actions to support someone is being bullied by intervening, getting teacher support and/or comforting them.

What Bullying is not:

Behaviours that don't constitute bullying include:

- mutual arguments and disagreements (where there's no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or nastiness
- isolated incidents of aggression, intimidation or violence.

Together we can support one another to make our school a bully free zone.

WAYS TO SUPPORT YOUR CHILD'S READING DEVELOPMENT

Research indicates that children's motivation and achievement improve when their parents and carers are involved in their education. There are many everyday things you can do to encourage your child to read and improve their literacy.

You can support and encourage your child's reading skills by:

- Make reading a **daily** habit by setting aside 15-20 minutes. Children who read more will read and write better and find all areas of the curriculum easier to comprehend
- Let your child choose the books they are interested in to create a lifelong love for reading. Forcing your child to read a book they don't enjoy creates a negative connection to reading
- Be a reading role model and let your child see and hear you reading.
- Encourage incidental reading of a wide variety of texts such as newspapers, novels, comics, magazines, websites, instructions and recipes
- Praise effort when reading and avoid over-correcting
- Visit bookshops and libraries
- Have a place in your home for your family's books. Show that they are special and important to your family
- Set up a comfortable area where your child can read
- Read books aloud and take turns reading. Your child learns a lot from hearing you read
- Play games that develop vocabulary
- Emphasise and monitor comprehension of the text rather than merely reading the words on the page
- Encourage your child to make predictions about books/texts before reading, ask questions during reading and talk about what they learnt or discovered after finishing reading



WAYS TO SUPPORT YOUR CHILD'S MATHS DEVELOPMENT

The development of fundamental mathematical skills in the early, middle and upper years of primary schools is crucial and must be supported both at school and at home. It is important to find time at home to support and facilitate mathematical concepts embedded in daily life.

You can support and encourage your child's mathematical skills by:

- Having a positive and enthusiastic attitude towards maths
- Recognising and accepting the level that your child is currently working at and engaging in a range of mathematical experiences that are appropriate for your child
- Use mathematical language and model the use of daily maths such as discussing money and bank accounts
- Explore maths in everyday life, for example counting cutlery to set the table, pouring quantities of liquids, telling the time of his/her favourite TV show
- Use board games as an opportunity to reinforce mathematical concepts
- Read timetables for buses, trains and events
- Explore budgets and costing in a range of settings such as groceries and menus
- Display a chart of basic multiplication facts somewhere in the house
- Allow your child to problem solve and think independently before providing an immediate answer to an unknown



SUPPORTING YOUR CHILD WITH ICT USE

Information communications technologies (ICT) are becoming more readily available to our children every day. As a primary school our role is to prepare our students for the future. This must include learning to use computers and devices but also giving students the skills to conduct themselves in a safe and responsible way in digital environments.

Cyber safety is covered in Years 3–6 alongside a *Bring Your Own Device* (BYOD) program where devices are integrated into the education program in preparation for how the students will work at Woodvale Secondary College.

You can support and encourage your child's ICT usage by:

- Chatting regularly with your family about technology and how each of you are using it. Be interested in each other's online adventures
- Using technology responsibly in shared spaces in your house
- Agreeing upon your family's acceptable and safe use of technology.
- Ensure your child knows who they are interacting with online
- Securing your child's passwords and ensuring they do not share these with anyone other than a parent or guardian
- Monitoring and managing you and your child's digital footprint
- Putting restrictions and parental controls on your child's devices (visit the school's website for more information on how to do this)



MENTAL HEALTH RESOURCES

beyondblue

<http://www.beyondblue.org.au/>



Headspace

<http://www.headspace.org.au/>



Reach Out

<http://au.reachout.com/>



KidsHelpline

<http://www.kidshelp.com.au/>



Wellbeing Australia

<http://wellbeingaustralia.com.au/wba/>



beyondblue HEALTHY FAMILIES

<https://healthyfamilies.beyondblue.org.au/>



RESOURCES FOR PARENTS

Some suggested resources are:

Steve Biddulph

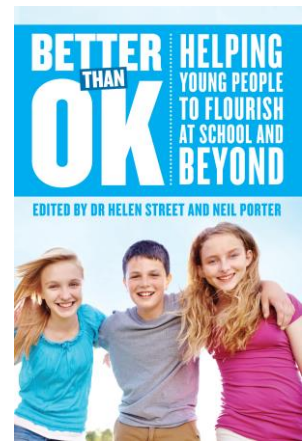
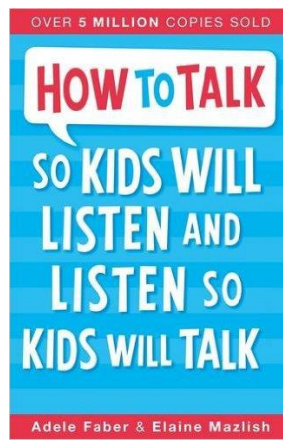
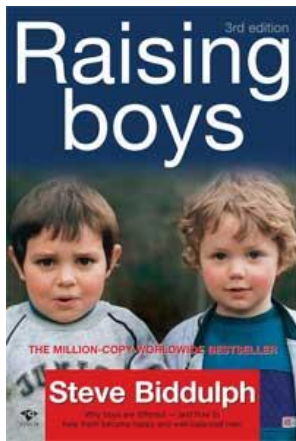
Raising boys

Adele Faber & Elaine Mazlish

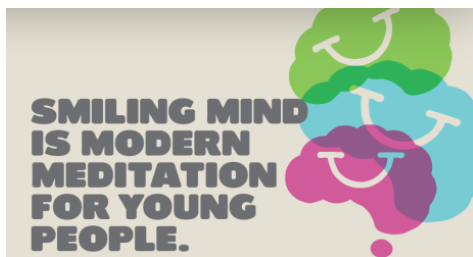
How to talk so kids will listen and listen so kids will talk

Helen Street & Neil Porter

Better than OK – Helping young people to flourish at school and beyond



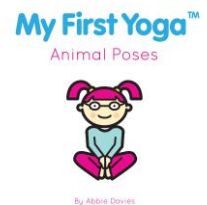
Apps you can download:



Smiling Mind



Sleep meditations for kids by Christiane Kerr: Calming bedtime relaxation stories



My First Yoga