



Information Booklet 2007



*Together as a strong community we strive
to foster the potential of each child
so that they contribute positively to their world.*

*We value Diversity, Resilience, Integrity and
Accountability*

INTRODUCTION

Gooseberry Hill Primary School is a wonderful school located in a unique setting. The school has been established for over thirty years and during this time has created an enviable record of being a nurturing school, committed to excellence and supported by a caring community.

Students are able to learn in an environment, which provides a range of opportunities for them to explore and develop their own abilities and potential. Student needs are catered for in a range of educational programs from Kindergarten to Year Seven. Many activities are provided to extend students as they proceed through the school. Some of the features of the school include:

- A strong partnership with our parents who contribute to and participate in the running and management of our school through involvement in the Parents and Citizen Association (P&C) and the School Council.
- An acclaimed Visual Arts program where students attain results that astound visitors. On leaving primary school students achieve success in winning scholarships to special art secondary schools. In 2006 seven Year 7 students were selected for the Department of Education's 2007 Visual Arts Program.
- Up to date computer facilities with students equipped to use this technology as an aid to their learning including 32 notebook computers all wireless networked.
- A strong environmental focus with an agreement developed with Kanyana Native Animal Hospital where students grow food for the animals and senior students volunteer at the hospital every week.
- A comprehensive music program for all students and an instrumental program provided by the School of Instrumental Music with tuition in guitar, flute, violin and trumpet with the opportunity for selected students to participate in Wakakirri.
- A number of activities, camps and excursions designed to enhance children's learning in the WA curriculum.
- A strong sports program culminating in participation in swimming, athletics and cross-country carnivals as well as a range of interschool sporting activities.
- An out of hours sporting program with a range of coaches.
- Participation in Western Power's Solar Model Boat Competition which enabled Gooseberry Hill Primary School to enter three teams in 2006 and win first and third positions in the State competition and 'Best Entry by a New Team' awarded by AIMSC in the International and National Finals held in Sydney in November 2006. The school is an identified 'Solar School' as it has a Photovoltaic Cell mounted on the roof and engages students to think in terms of alternative energy forms.
- Students' ongoing support for their local and wider environments through growing seedlings for the Men of the Trees Program which addresses issues of salinity, erosion and the regeneration of bushland.

- As a member of DET's Sustainable Schools' Program the school encourages the students to care for the environment by using scarce resources carefully. This is demonstrated by the school's paper recycling program run by senior students, and using the school as a collecting centre for the school community to deposit used dry cell batteries so that landfill sites and the water table do not become contaminated.
- A Science extension program which caters for students in Years 5-7 with a high interest in environmental science.
- Support for those students who show an aptitude in a particular area with in-class extension, involvement in district extension courses as well as utilizing staff expertise and local resources.
- An experienced and dedicated staff providing a quality program designed to meet the needs of all students.
- A prime location which provides a unique natural bush environment and allows all students space to play and learn.

Gooseberry Hill Primary School is approximately 20 kilometres from the CBD and with nearby national parks and local reserves is frequented by a range of animal and bird life. This provides a stimulating and aesthetic learning environment for the staff and children during the school day. We have had a long term commitment to preserving and exploring our unique hills environment. Our school community is involved in a range of environmental programs such as adopting the care of Huntley Street Nature Reserve, supporting the Ledger Street Community Group, entering into a compact with Kanyana Native Animal Hospital and growing seedlings for the local and wider communities to address issues such as salinity erosion and global warming. This has had an impact on the programs offered in the school – the Environmental Centre within the school grounds is becoming a vital part of the daily program.

The green and red school emblem represents the colours of Western Australia's state floral emblem, the Kangaroo Paw. The axes symbolise the Kalamunda area pioneers, as many of the first Europeans who settled in the hills were woodcutters.

The motto “Seek Wisdom” which was adopted by the school many years ago is derived from the Greek tales - Chiron was a wise centaur who taught legendary heroes such as Jason and Achilles when they were children. As an underlying principle, these children were taught that irrespective of their strength or power, they should continue throughout their life, to learn and improve their mind, thus seeking wisdom!

The School Council has endorsed this vision for our school -

Together as a strong community we strive to foster the potential of each child so that they contribute positively to their world.

We value

- **Diversity**
- **Resilience**
- **Integrity**
- **Accountability**

To support the implementation of the values in our school, teachers have adopted the Virtues Project with a number of virtues modeled during the year.

The school caters for students from Kindergarten to Year 7 and provides a comprehensive program aiming to suit local needs. The anticipated school enrolment for 2007 is 337 students..

General Information

SCHOOL STAFF

Principal	Patrick Bourke
Deputy Principal	Fiona Elsegood
Registrar	Daphne Bifield
School Officer	Rita Spargo
Library Officer	Salma Taylor
Gardener	Brian Honey
Bethany Slater	Room 13 Kindergarten
Nicole Hitchens	Room 14 Pre Primary
Robyn Nicolaou	Room 1 Year 1
Judy Le Blanc	Room 2 Year 1
Caryn Woods	Room 3 Year 2
Benita Heath	Room 4 Year 2
Diane Clark	Room 5 Year 2/3
Anne Byrne and Aileen Keeffe	Room 6 Year 3
Karen Stevens	Room 8 Year 3/4
Sheri Barnett	Room 9 Year 4/5
Anna Ridge	Room 10 Year 5/6
Alan Blackburn	Room 11 Year 6/7
Sharon Wright and Jane Forrest	Room 12 Year 6/7
Barbara Mitchell	Art Specialist
Lynda Smyth	Art Specialist
Ben Orrell	Performing Arts Specialist /IT
Donna Marshall	LOTE
Bettine Lambie	Education Assistant
Donna Jones	Education Assistant
Margaret Waters	Education Assistant

SCHOOL TIMES

Morning session	8.50am – 10.55am
Recess	10.55am – 11.15am
Mid morning session	11.15am – 12.45pm
Supervised lunch	12.45pm – 12.55pm
Lunch break	12.55pm – 1.25pm
Afternoon session	1.25pm – 3.00pm

Kindergarten has two full day sessions, Monday and Thursday or Tuesday and Friday from 8.50 am to 3.00 pm

It is important that all children are ready to begin the morning session at 8.50am. Students who arrive after this time interrupt the learning program not only for themselves but also for all other students in the class.

Arriving at school before 8.30am is discouraged. Prior to that time our teachers are involved with preparation for the school day and it is impossible for us to provide supervision. If children, in extreme circumstances, need to arrive before 8.30am, you will need to inform us **in writing**, and they **MUST** stay near the benches outside the Office for security reasons. The adventure playground and oval are out of bounds before the beginning of school.

COMMUNICATION

Parents are welcome to contact the school at any stage to discuss student progress. Parents should contact the teacher or office to make an appointment so that the particular staff member is available and prepared for the interview. General concerns or issues regarding school policy should be discussed with a member of the school administration.

Our telephone number is 9293 2777

Our fax number is 9293 2902

The office is open from 8.30am – 3.15pm each day. Outside office hours an answering machine is available to take any messages.

SCHOOL NEWSLETTER

We publish a newsletter every fortnight. It is sent home on Friday with the eldest member of the family at school. This is our main method of communicating with our students, parents and community members so it is essential that each family receives and reads the newsletter. Please ask your child for your copy. A term planner is also sent home with the first newsletter of each term.

VOLUNTARY CONTRIBUTIONS

Our school receives funding from a variety of sources including the School Grant from the Department of Education and Training, money raised by the P&C which comes from various fundraising ventures, specific grants which the school applies for and 12% of our budget comes from the voluntary contributions that parents make. This is a substantial part of our budget and allows us to provide a learning environment to meet the needs of all children. We have various payment options and parents are very welcome to pay by installments. Please contact the Principal to discuss this or any other aspect of school policy.

MONEY COLLECTION

At times it will be necessary to ask parents for additional sums of money for such things as incursions (performances and events at school), camps, swimming pool entrance fees, bus fares, excursion expenses etc. It is school policy to minimise expense to parents as far as possible, so these charges are carefully considered before parents are asked to pay these additional costs.

Money sent to school should be securely placed in an envelope with the child's name and room number clearly marked and handed to the class teacher.

Parents who have financial problems or some other exceptional circumstances are welcome to contact the Registrar regarding payments. These contacts are always treated in strictest confidence.

ENTERING AND LEAVING THE SCHOOL GROUNDS

Traffic congestion at the beginning and end of the school day is a concern. Parents are requested to use Ledger Street as a drop off point and use Huntley Street for parking if they are leaving their cars and entering the school. Parents are asked to observe the No Standing and No Parking signs.

Students who ride their bicycles are able to use the bike rack in Huntley Street but must walk their bikes in and out of the school grounds.

Parents are asked to reverse into the parking spaces in the Pre Primary car parking area.

STAFF CAR PARK

This area of the school is not to be used for parking by parents or accessed by students. Deliveries are made via the car park and there is often vehicle movement throughout the day making the area very dangerous.

SCHOOL VISITORS

To ensure our school is a safe place for our students all visitors to the school must report to the office and wear identification while on the school grounds. Parents visiting the school, other than at the beginning and end of the school day, and parents helping in classrooms must also sign in at the office and be issued with an identification badge.

Official school badges easily identify all school staff.

PARENT INVOLVEMENT

Parents are encouraged, welcomed and invited to participate in our school. This can be done in numerous ways including:

- Familiarizing your family with this handbook;
- Attending P&C meetings;
- Participating in the decision making processes at our school such as involvement in parent reference groups;
- Attending class meetings or parent information sessions;
- Reading the school newsletter and discussing it with your family;
- Attending assemblies and other whole school activities;
- Paying your voluntary contributions;
- Assisting in the classroom;
- Volunteering for canteen duty;
- Talking with school staff if you have concerns or problems; and
- Promoting a positive image of our school in the general community when good things occur.

MOBILE PHONES

Students should not bring mobile phones to school. Parents who wish their child to bring a mobile phone to school should write a note about the circumstances that require the use of the phone after school. On the occasion where the student requires a mobile for communication purposes after school, the student must leave the phone at the office and collect it after school concludes. It is expected that this should save any problems concerning likely theft, fashion drives, phone bullying and class interruption due to phones ringing unexpectedly.

ALLERGY FRIENDLY SCHOOL

Gooseberry Hill Primary School is an Allergy Friendly School which means we understand that there are some students who have allergies to products and this requires us to be proactive to ensure the children are safe at school. It is for this reason that we say **no nuts or nut products** should be brought to school where nuts are a listed ingredient on the product. It is in the interests and safety of all children that the School Council has endorsed this direction. Parents and carers: *your observance of this when preparing lunches is appreciated. It is VERY important!*

MEDICAL

In an emergency our staff will administer basic first aid to all students. If a child's injuries appear more serious we will make all attempts to contact parents to advise them of the problem. If, for some reason we cannot contact you we will make the decision to seek further help. At all times the safety of the child is our priority.

Our school has a comprehensive policy on prescribed medications. If prescribed medication forms a necessary part of your child's health plan, please discuss this with the Principal.

No medication can be administered by a staff member without written authorisation.

It is important that:

- Your child's records are kept current. You need to give your current home telephone number, your work number (if applicable), and at least two reliable emergency addresses and telephone numbers. When choosing an emergency contact person make sure that they are aware of the commitment and that they may need to respond to the call. **It is imperative that you keep us informed of any changes to your contact details.**
- You keep the staff informed about a serious but not always evident/visible disability (epilepsy, kidney malfunction, heart problem, etc.)
- If your child has a disability, which can lead to an emergency, you **MUST** discuss an emergency action plan with the Principal.
- You inform the staff if your child is under emotional stress (separation, illness of a close relative, death of a family member/friend, loss of a pet). We can often help and/or give comfort if we are told about the situation.
- If your child is ill please don't send them to school as they feel miserable and often become distressed. They may also infect others.

Allergies

A list of children whose allergies (bee-sting and others) may be of concern is maintained and placed in the medical room. All staff are informed in case of an incident during recesses. We urge parents to inform the class teacher or the office of any possible allergies and complete the necessary medical forms available from the school office.

SCHOOL COUNCIL

The Gooseberry Hill Primary School Council is formed with the fundamental purpose of enabling all members of the school community to work with the school staff to engage in activities that are in the best interests of students and will enhance the education provided by the school.

It is comprised of representatives from the school staff and the P&C. Members of the wider community are also invited to become members.

PARENTS AND CITIZEN ASSOCIATION

The Gooseberry Hill Primary School P&C Association is a voluntary organization that meets regularly to allow parents and community members to have a voice about all aspects of the school. The committee directly advises and liaises with the school administration as well as providing direct representation to the School Council. This is the forum where parents can have their say in policy, planning and directions for the school. All parents are encouraged to attend the P&C meetings and participate in P&C activities. The P&C has a number of sub committees, which support the endeavours of the school.

Meetings are currently held on the second Tuesday of each month at 7.30pm in the school Library. To keep parents informed there is a P&C newsletter published fortnightly.

SCHOOL UNIFORM

Gooseberry Hill has a school dress code and the wearing of uniform is part of our ethos and culture. There is a wide choice for both boys and girls. Uniform shop opening times are noted in the School Calendar.

Dress uniform

- Zip front dress
- Red shirt with green collar trim
- Bottle Green wrap around pleated skirt/shorts/skort/tracksuits
- Bottle Green shorts/tracksuits
- Windcheater with school crest
- Green Track suit
- Zip jacket (green) with school crest
- Hat (slouch, bucket or legionnaire)

If parents wish to discuss any aspect of this policy they must do so with the Principal. Otherwise all students are expected to wear full uniform at all times.

Sports uniform

- School uniform with faction colour T-Shirt.
- Inter School - School uniform
- Appropriate footwear.
- Girls are requested to wear sports briefs.

All Clothing And Personal Items Must Be Clearly Marked With the Child's Name.

Unclaimed articles are re-cycled through the second hand uniform shop or given to charity. Donations of outgrown items are always welcome.

Suitable footwear **MUST** be worn at all times. Thongs type footwear is not allowed at school for safety reasons.

SUN PROTECTION

The School has a "NO HAT - NO PLAY IN THE SUN" Policy. Children will only be permitted to play in the sun if they are wearing a hat at all times throughout the year. The only hat permitted is broad brim or the "bucket" style.

SCHOOL CANTEEN

The Canteen is a VOLUNTARY organization and is managed by a sub-committee of the P&C Association. It is fully staffed with voluntary help. Consequently, it is able to provide nutritious food at a reasonable price and to make a profit, which is used to enhance the educational and developmental opportunities available to the children. In view of this, it is hoped that parents will offer their help either by joining the Canteen Committee and/or offering to be rostered for duty in the Canteen. Once or twice per term, or as you are available, would be a TREMENDOUS help. A price list is distributed each term.

Lunch ordering procedure

Orders must be clearly printed on the bags supplied by the Canteen. Orders must be placed at the Canteen before school begins. It would be appreciated if you could enclose the exact amount of money securely inside the bag.

The Curriculum, the Learning Environment and Student Services

ATTENDANCE

Research shows that children need to attend school regularly to achieve the appropriate outcomes. It is our expectation that students will attend school every day that school is open unless they are unwell. Students are also expected to be punctual and prepared for lessons at the beginning of each session. We recognize the important role that parents have in supporting their child's education through regular and punctual attendance.

- Students are required by law to attend school up until the end of the year that they turn 16 years of age in 2007 and 17 in 2008. To enter a K program a child must turn 4 on or before June 30 of that year.
- School starts at 8.30am for teachers and at 8.50am for students. Children may enter the classroom from 8.35am in the presence of the teacher in order to prepare for the day's lessons.
- Students are required to remain on the school site until the end of the school day (3.00pm). No students are allowed to leave the school site during the school day unless they are accompanied by a parent or guardian, or have supplied the school with the written permission of a parent or guardian. **Students leaving the school must be signed out through the office.**
- Parents/guardians of students who are away from school must inform the school of the reason for the child's absence as soon as possible. This can be done by sending a note to school, visiting, or telephoning the school. If an explanation is not provided for the absence within three days, a letter will be sent to the family asking for an explanation of the absence. If a student is having an extended absence (longer than three days), the parent/guardian must contact the school.

CURRICULUM

The Curriculum Framework describes the curriculum experiences that students may need at each phase of their schooling to achieve the outcomes. It is acknowledged that each phase is not confined to particular years but is overlapped according to the needs of the individual child.

At Gooseberry Hill Primary School students are grouped into classes across at least 2 year levels. This is to allow teachers to focus on the individual needs of the child. Each phase of schooling recognizes that at each stage of their development, the learning experiences that are provided need to encourage growth.

In the early years the emphasis is on exploration of their own world. The learning program builds upon each child's understandings, skills, values and experiences with many opportunities to manipulate and explore objects, materials, technologies and physical movement.

The middle childhood phase recognizes that children's sense of themselves is expanding. Children need opportunity to work collaboratively and to develop their social skills. Activities will typically be integrated across learning areas.

In the early adolescence phase, students often align strongly with their peer group. The learning experiences need to build on the exploration of patterns, processes and phenomena.

The Overarching Learning Outcomes describe the outcomes "all students need to attain in order to become lifelong learners." (Curriculum Framework – 1998)

OVERARCHING LEARNING OUTCOMES

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

LEARNING AREAS

Our school curriculum is divided into 8 learning areas –

English

Students learn about the English language and how to use it effectively. The study of English plays a vital role in the development of literacy, enhances student's learning in all areas of the curriculum, and provides them with the communication skills and critical understanding of language necessary for active participation in society.

Mathematics

Students use ideas about number, space and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of student's numeracy and assists learning across the curriculum.

Science

Students investigate, understand and describe the physical, biological and technological world and value the systems and process that support life on our planet. Science helps students become critical thinkers who use evidence to construct conclusions. At Gooseberry Hill Primary School and emphasis is placed on Environmental Science.

Languages Other Than English

Students communicate effectively in languages other than English and further develop their skills and understandings in English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own, and practical skills, which they can use in future social, cultural and vocational areas. The language we offer at the school is Indonesian.

Health & Physical Education

Students develop an understanding of the health issues and the skills needed for confident participation in sport and recreational activities. It enables students to make responsible decisions about health and physical activity and to promote their own and others health and well-being.

The Arts

Students develop creative skills, critical appreciation and knowledge of artistic technologies in dance, drama, media, music, visual arts and combinations of art forms. The Arts develop student's sense of personal and cultural identity and equips them for lifelong appreciation of the relevant artistic forms. The school has a strong program in visual and Performing Arts

Technology & Enterprise

Students apply knowledge, skills and resources in the development of practical solutions to problems. Through this process they learn to be innovative, adaptable and reflective as they select and use appropriate materials, information and systems to achieve worthwhile results.

Society & Environment

Students develop an understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, democratic process and ecological sustainability.

SPECIALIST PROGRAMS

The specialist programmes are highly valued in helping to achieve the school's aim in developing each child in all areas. They give each child the opportunity to participate in a range of experiences and to find areas in which they can excel.

Visual Arts

The Visual Arts program offered in this school is second to none and is valued by all members of the educational and school community. All primary students have access to this program and parents are always delighted with the quality of work their child displays. Many of our senior students access special art programs as a result of their involvement in this special program at our school.

Performing Arts

All students have access to this area and participate in a variety of activities in the wider community to demonstrate their expertise in this area.

The Department of Education & Training provides peripatetic instrumental music teachers to students in Years 3 to 7 who have achieved highly in an aptitude test. Currently guitar, flute, violin and trumpet are offered to the children. Year 6 flute and trumpet students must hire their instrument; Year 6 & 7 guitar students must have their own. The music teachers will make contact with the successful children and their parents. Students have opportunities to display their talents at assemblies and are able to participate in the high school bands once they become more proficient.

REPORTING TO PARENTS

Reporting should be seen as an essential part of the teaching and learning process. It should inform

- Parents of student achievement;
- Students of the directions their learning should take; and
- Teachers of the planning they need to undertake to move students along their learning journey.

It is our aim to provide parents with relevant and useful information about their children's development.

Reporting at our school takes a variety of forms which may include:

- Parent Information Evenings
- Formal and informal interviews
- Open Nights
- Portfolios
- Formal Reports
- Learning Journeys
- Information sessions
- Workshops
- Assemblies
- Support in the classroom
- Diary Entries

EXCURSIONS

Our school recognises that the experiences of students outside the school grounds contribute to the development of their understandings, skills and attitudes. Teachers often build into their program opportunities for students to be involved in activities beyond the classroom.

HOMEWORK

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can also extend the time available to the teacher for the monitoring of student progress.

The Department of Education & Training promotes homework with the following considerations -

Homework should:

- *support the development of the student's independence as a learner;*
- *further the partnership between school and home;*
- *avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;*
- *be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;*
- *be balanced across learning areas so as to avoid stress and overload;*
- *be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years; and*
- *be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements.*

The Student Diary is a crucial factor in advising parents of the expected homework for their child and allowing students to organize their after school time to allow the homework to be finished in an organized stress free way. The school diary is available from the school office at a cost of \$5.20.

PASTORAL CARE

Our School Council has worked with information provided from parent meetings and the school review and developed a School Vision and a set of values which reflects the special community of Gooseberry Hill Primary School. The vision for our school –

Together as a strong community we strive to foster the potential of each child so that they contribute positively to their world.

We value

- Diversity
- Resilience
- Integrity
- Accountability

Our staff will be working with our students to translate this into the classroom. The emphasis in our school is about developing positive relationships; each class will spend time exploring the ideas of what makes a positive learning environment and how each child can contribute to this. Students within the day-to-day program receive rewards, encouragement, praise, care and support in extrinsic and intrinsic ways.

Features of our Pastoral Care Program include:

School Chaplain

Our P&C, School and Kalamunda Council of Churches, employs a School Chaplain two days a week. The role of the Chaplain is to provide pastoral care to students in an informal setting. For 2007 the Chaplain is Ms Desiree Melling.

School Assemblies

Our school holds regular assemblies to recognize and celebrate student achievement and learning. Assemblies form an important part of our pastoral care program. They are an opportunity for classes to perform, for individual students to be recognized and for special days to be celebrated. Assembly dates are published in our School Newsletter and parents and friends are invited to join us.

Student Leadership

Student involvement in the school's organisation and administrative procedures is seen as an important aspect of the school operation. In addition to providing practical assistance, this involvement allows children to participate in practical experiences and to develop their leadership skills. Leadership training forms a vital part of our program.

Although children at all levels are encouraged to take part in these experiences, in Year 7 a more formal structure is established to enable children to accept more responsibilities and to carry out certain tasks such as Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl and Faction Captains.

These students are elected by their fellow students from Years 5 and 6 at the end of the year, in preparation for the following year.

Student Committees

In order for all Year 7's to be actively involved in school activities, each Year 7 student is required to apply for membership of a Student Committee. These committees are responsible for organising student activities throughout the year.

Peer Mediators

Year 7 students are trained to be Peer Mediators. Each day two students wear the bright orange vest and are the first port of call for students who may need the support of a friendly face.

BEHAVIOUR MANAGEMENT

The Gooseberry Hill Primary School community has agreed that underpinning the Behaviour Management Policy are the following principles:

- Respect
- Tolerance
- Fairness
- Consistency
- Simplicity

We believe that the school has a duty to ensure the safety and wellbeing of the whole

school community and that there is no place for bullying and intimidatory behaviour. Each person is valuable and has something to offer. We also believe that we are all responsible for helping our students to demonstrate appropriate behaviour and that the "problem" belongs to no one individual to resolve.

Gooseberry Hill Primary School's Behaviour Management Plan

Gooseberry Hill Primary School aims to:

- create a positive environment within the school and classroom so that the teachers and students can work together in harmony;
- create a caring school environment where the rights and responsibilities of the individual are recognized and respected;
- recognize those members of the school community whose exemplary behaviour promotes a positive and caring school environment;
- establish a clear set of rules that protect the rights of all individuals;
- establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognize and respect the rights of others; and
- establish procedures so that conflicts can be resolved in a positive non-violent manner.

GRIEVANCE PROCESS FOR PARENTS

Gooseberry Hill Primary School is a large vibrant place, with many staff and students actively learning and interacting with one another on a daily basis. From time to time, it is natural for parents to develop concerns about what is happening to their children in the school. It is very important to the school that parents feel that they can be listened to and have their concerns addressed in a timely and appropriate manner.

The process, which will support a satisfactory solution for all, is:

- Discuss the issue with your child and provide strategies for your child to solve the problem
- If the issue is ongoing ensure you have as much information as possible to discuss the issue with the teacher concerned. Make sure that you make an appointment so that the teacher has enough time to discuss this fully with you.
- If the issue is not able to be resolved at this level make an appointment to discuss it with the Principal.
- If the issue is not resolved at this level then a formal letter of concern should be submitted to the school.
- If the issue is still ongoing then further intervention should be sought by contacting the Manager of District Operations at Canning District Education Office on 9311 0500.

It is essential that the school and parents always work together in a strong and supportive partnership in order to support the best interests of individual children. When this partnership breaks down, children often become confused about the behaviours and attitudes expected of them.

Parents are encouraged to take a proactive and supportive role in the school. This can be done through supporting our P&C or other parent committees, or by participating in a

variety of other parent programs, such as working in the canteen or volunteering to help at carnivals or excursions. Parents who support the school in this way often have greater understanding of what goes on in the school and are able to better support their children.

It is essential that parents make appointments to see members of staff at school. While we would like to be available to everyone all the time, the simple fact is that if you don't make appointments, the person you want to see is often unavailable, meaning that you become frustrated, and we are not able to give you the time and attention you deserve. Please contact the school office to organise a suitable appointment.

CODE OF CONDUCT

Our Rights and Responsibilities

1. Everyone has the right to learn without disruption
2. Everyone has the right to be treated with courtesy and respect.
3. Everyone has the right to work in a clean, safe environment.
4. Everyone has the right to feel proud of this school.
5. Be courteous to all, consider others and use your common sense.



Gooseberry Hill Primary School
24 Ledger Road
GOOSEBERRY HILL WA 6076

Telephone 9293 2777 Fax 9293 2902
Email: GooseberryHill.PS@det.wa.edu.au
www.ghps.com.au