

PARENT INFORMATION PACKAGE



**KINDERGARTEN
2024**



John Wollaston
ANGLICAN COMMUNITY SCHOOL

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WELCOME MESSAGE



MRS TRACEY ROGERS HEAD OF PRIMARY

Don't wish for it, work for it!

This idea was shared by Zac Regan-Smith, one of our Primary Captains from 2023 at our end of year Praise and Thanksgiving. It resonated strongly and was one of the key messages I shared with the Year 2-6 students at their Welcome Back assembly. In addition to our theme for 2024, Opportunity, we have a wonderful way to frame the year ahead. It sets us up to be targeted in our reflections on progress and achievement, "Are we working for it, or just wishing for it?"

The heart of every school is its people. The importance of positive relationships is key to the ongoing success of our school as a welcoming, nurturing and inclusive place with our Anglican faith as its sure foundation. I would like to commence this year by sharing my gratitude for way in which our community supports each other. Always simpler in good times, when we are faced with challenges I am always in awe of how our community shows up for each other. This support of each other and the School is such an asset. Our policies and procedures, including our codes of conduct help provide clarity around expectations so that as we grow, we hold onto the standards that are important to us. Please be sure to access these on the School website or talk to a member of Primary Leadership if you would like to know more.

In Primary this year we are focusing on bringing to life the new Strategic Plan 2023-2026 through our key priorities. We will further develop our Programme of Inquiry through the Concept-Based Inquiry model and work Pre-K to Year 12 on building the work of New Metrics with support from our partnership with the University of Melbourne. To learn more about these goals for our School be sure to read the Strategic Plan which is available on our website [Strategic Plan | John Wollaston ACS \(jwacs.wa.edu.au\)](https://www.jwacs.wa.edu.au).

This year we are proud to have our first cohort attending the Telethon Speech and Hearing (TSH) Talkabout 4 program over in the Early Learning Centre (ELC). John Wollaston has been a TSH outpost for many years and our close relationship has afforded us the opportunity to pilot this important intervention program in an outpost model. We welcome the TSH team who will operate out of the ELC and in the fantastic new classrooms that have recently been completed.

You will notice that our Parent Information Packages provide both year-level specific information and more general overviews in some areas (such as Encounters). We believe it is helpful to have the 'in-time' knowledge required early in the year but also an insight into opportunities that lie ahead as students transition through the years. We also provide plenty of information around 'who's who' in order to help build the relationships with staff across the Primary team. We hope you find these packages helpful, and we are always happy to hear feedback about the parts that are useful, or any additions you might like to see for next year.

A warm welcome to all of our John Wollaston families as we embark on the 2024 academic year. We hope to make the most of opportunities across the year, and as always, as we say, Work Hard, Be Kind and Have Fun.
Take care.

Mrs Tracey Rogers
HEAD OF PRIMARY

WELCOME MESSAGE



MR GLYN TEAPE DEPUTY HEAD OF PRIMARY

Welcome Parents and Carers to 2024. I am excited to be taking on the role of Deputy Head of Primary this year. Last year provided a great opportunity to get to know the many students across the school and I am looking forward, in my role, to working with all the classes and students across the school, from Little Wollies to Year 6. Mrs Fiona Shand has left such a legacy with our evidence-based Social and Emotional Programmes and her approach to pastoral care with the students. As my mentor, I have learnt so much from Fiona and I am excited by the challenge of continuing her great work in the Primary School as I work with students and staff.

Outside of school, I love spending time with my family and two cats, Frida and Frodo and have ongoing patience supporting the Dockers year in and year out!

PRIMARY COORDINATORS



EARLY YEARS COORDINATOR MS MELISSA CUMING

In my roles as Early Years Coordinator, I am fortunate to have the opportunity to work closely with teachers, students and their families across Little Wollies to Year 2 as they begin their journey at John Wollaston. I oversee the learning and teaching of our youngest students by supporting Teachers and Education Assistants in their planning and implementation of the curriculum. I also oversee the pastoral care of students, supporting families as they navigate their child's journey in learning, friendships and wellbeing. I organise key events in the Early Years, such as Mother's Day, Father's Day, Messy Mud Day and The Nativity.

I am a passionate advocate for Early Learning. Children thrive when they feel a strong sense of connection, safe in their environment and a sense of agency. Here at John Wollaston, children have the opportunity to engage in play-based, hands-on learning, and are supported to take risks. Social and emotional development plays an important role, alongside the development of a strong foundation in learning early literacy and numeracy.

A few things about me! I have two beautiful children and a cheeky little dog named Oreo. I love chocolate, coffee, the colour red, shoes, watching the footy and spending time with friends. Every year, I look forward to Messy Mud Day! In 2024, I am proudly entering my 20th year working at John Wollaston and it has been a pleasure to see so many families make their journey through the school. I am looking forward to welcoming back the familiar faces of our existing families, as well as welcoming our new students and families to the Early Learning Centre and seeing the children's progress over the year.

PRIMARY COORDINATORS

YEARS 3-6 COORDINATOR

MRS SHEREE ZECCA



Hello and welcome to 2024! I have had the privilege of working as a Primary Teacher within the John Wollaston community for 16 years and this year I am excited to be moving into a new role.

My role will be working with the teaching staff within Years 3 to 6 to create a learning environment consistent with current best practice teaching and learning across all domains. This will be especially important as we embark on embedding our new concept-based inquiry approach to continue to develop our school as a World School of the International Baccalaureate through the Primary Years Programme (PYP). We will continue to look at strategies which engage our students to become active learners whilst ensuring that we are meeting the expectations of the WA Curriculum in all learning areas.

Part of my role allows me to oversee the pastoral care and wellbeing of students as they move through the Primary School. I will work with the teachers, other Primary Coordinators and Deputy Head of Primary to provide extra care and support to students and families when needed.

I am looking forward to sharing my love of books and reading with students from Pre-Primary to Year 6 as I take their Library sessions each fortnight. It will be a highlight getting to know and spending time with all students.

A bit about me, I spend much of my time with my two beautiful children and loving husband attending Fremantle Dockers games. I don't often turn down chocolate, a Krispy Kreme doughnut or coffee! I spent much of my youth dancing and now, take my own daughter to the same dance studio each week.

In 2024, I can't wait to see the happy smiling faces of our JWACS students each day and watch as they grow and develop into gorgeous young people.

PRIMARY INCLUSIVE EDUCATION COORDINATOR

MS GABRIELLA SLATTERY



My role involves overseeing the education and wellbeing of students on Individual Education Plans and supporting the effective inclusion of students within the Primary School.

I have always been passionate about inclusive education and believe whole heartedly in promoting equal access to education for young people with additional needs within the mainstream setting.

This is through the development of IEPs, modified goals, behaviour plans, liaising with therapists and families, and working closely with Teachers and Education Assistants to provide support within the classroom. I also work closely with our incredible Learning Enrichment teachers in providing additional literacy and numeracy support or extension to students.

A few things about me! I love sport (especially netball and swimming), Harry Potter, coffee, the beach and making people laugh. I also look forward to Book Week every year as I love a dress up!

In 2024 I am looking forward to working with the amazing students at JWACS, and witness all students work towards achieving their personal goals.

THE SPECIALIST TEAM



MS SIMONE DE LA MOTTE
Art Specialist Teacher

This is my ninth-year teaching as an Art Specialist. When I was at school my favourite learning area was always Art and I loved doing extra classes during school holidays. Nowadays, I love learning about art from different countries and cultures when I travel and having the chance to connect this to what I teach. In my free time, I really enjoy attending art workshops, doing yoga, and going for walks in nature. I have five nephews and one niece, and this keeps me very busy with lots of fun weekend and holiday art activities. I am known as the “Arty Aunty”!

All students from years Pre-Primary to Year 6 participate in Visual Art lessons for one hour a week. During this time, students learn how to create 2D and 3D artworks and develop their skills in the areas of drawing, painting, collaging, sewing, and sculpting from clay or wire. As students go through the process of designing and producing artworks, they learn how to problem-solve, remain open minded, and reflect on their ideas and abilities. We love learning about art from different cultures and countries as well as historical and contemporary artists to gain inspiration for our artworks and practice sharing our feelings and opinions. The Art Room is the perfect place to take safe risks and build your self-confidence and you discover just how creative you are.

I am really looking forward to my third year at John Wollaston, as I get to know the student better and better. I can’t wait to explore new art projects with them. I am also looking forward to the annual Art Exhibition because it’s such a wonderful chance to showcase the talent of the John Wollaston students.



MRS HAYLEE GODFREY
Digital Technology
Specialist Teacher

I love my subject area and enjoy finding creative ways for students to become as passionate about Digital Technology as I am. I became the Digi Tech teacher here 5 years ago which was a steep learning curve, but I have absolutely enjoyed the challenge of learning a new subject area. I feel very strongly about kids being safe online, so I spend a lot of time on cyber safety. Having my own kids and watching their journey with technology has made me want to incorporate a balanced view of screen time into as many teachable moments as I can in the classroom. I really love coding and working with the robots; watching the creativity and problem solving skills from the students in these areas is so rewarding.

I am excited to learn more about movie-making and the Green Screen Studio in my classroom. These are areas that feel ‘messy’ or hard to me as a teacher, so this year I am challenging myself to learn more about some movie making apps and to incorporate this fun way of storytelling into some of our lessons.

I love reading, walking, the season of summer and travelling. My favourite thing to do is walk around the city and finish off with a yummy acai bowl. I am a parent to two older teens and that is fun. I’ve visited Europe and Asia a few times, next on the list is America (one day). I have my motorbike licence and I’m really good at driving a jet ski!

THE SPECIALIST TEAM



MS SHARON HANSON
Digital Technology
Specialist Teacher

I have been teaching for over 25 years and have had a varied teaching career from starting as an Early Childhood Teacher to being in a Primary classroom and eventually trained to become a Teacher Librarian. In my present role at John Wollaston Anglican Community School, I can teach anywhere from Pre Primary to Year 12. When I am not teaching, I love travelling the world.

I am the Head of Library Services but in the Primary, I am teaching Digital Technologies. This subject area includes learning coding, digital systems, cyber safety, computational thinking and much more! This year I am looking forward to meeting many new students in Year 3 and Year 5.



MISS HOLLIE BURBAGE
Music Specialist Teacher

This is my sixth year teaching Music at JWACS. I am passionate about all areas of the performing arts, including dance and drama. I play piano, violin, guitar, and more, however my favourite instrument is my voice! I love to sing. In 2024, I am looking forward to sharing more live student performances with the school community, and as always, continuing to foster in my students a love and appreciation of music.

Music at JWACS is a singing-based program inspired by the Kodály approach. Each lesson is designed as a holistic experience to develop the whole person by enriching the heart, mind, body and soul. Students will develop a range of musical skills including listening, reading, writing, performing, creating, and improvising. Over the course of their Primary years, students will explore a range of musical genres including classical, folk, rock, blues, film, and hip hop. They will engage in teamwork through song games, movement routines and folk dances. In addition to finding their singing voice, students will learn to play a variety of instruments including percussion, xylophone and ukulele.

Students also have the opportunity to build their ensemble skills through Choir (Year 3-6), Music Theatre Club (Year 5-6), and Rock Band (Year 4-6). These groups perform throughout the year at various school and community events.

THE SPECIALIST TEAM



MS MELANIE FOWLER
Physical Education
Specialist Teacher

When I'm not at school, I'm volunteering, hanging with my dogs, at the beach or in the bush! I volunteer in my local bush fire brigade and SES. I absolutely love it. I have a lot of trouble sitting still so, I'm always busy doing something and hard to find!

Physical Education (PE) is focussed on creating life long lovers of movement by exposing the students to various sports via the PE program, KIDDO, Clubs and the Sporting Schools program. We strive to provide an inclusive environment where students feel safe to try, make mistakes and enjoy success at their own level.

The House reveal after each carnival is a huge highlight, and I enjoy planning the reveal in the most exciting way with Miss Ellis. We wear the winning House shirt every Friday until the following carnival. Technically we are always in the winning House!

In 2024, I am excited to see students' passion grow across the year and show their love of sports whilst also developing their broad skill set.



MISS DAISY ELLIS
Physical Education
Specialist Teacher

When I am not teaching sport, I enjoy playing sport. My favourite sports are netball, water polo and tennis. In my down time, I enjoy spending time with my family, taking my daughters to the beach or the river, stand up paddle boarding, going for bike rides, anything outdoors!

In Physical Education (PE) we have a strong focus on learning through play. All sporting skills are taught in game-based activities where students enjoy playing games and learning skills in a variety of ways. Gone are the days of the old skills drills. This is especially evident in Cross Country Practice where students play a lot of high intensity interval (HIIT) games and activities rather than running laps.

The House reveal after each carnival is a huge highlight for me too! Just like Miss Fowler, I too am always in the winning house.

In 2024, I am excited to see students grow in their interactions as individuals, through participation in PE.

THE SPECIALIST TEAM



MRS HEIDI CRAWFORD
Languages Specialist
Teacher

I enjoy watching football and going to Fremantle games, spending time with my family, photography and travelling to new places.

I am passionate about making learning accessible and enjoyable for every student. Early Years classes take a play-based learning approach and I enjoy finding new ways to use technology across all year levels. Students are able to use their agency to assist me in setting up our Japanese inquiry for the year and we explore classroom inquiries from a Japanese perspective where an authentic link is possible.

I'm looking forward to more opportunities for the Upper Primary and ELC students to learn from each other, as this are always a highlight in our year!



MRS KAREN AYRES
Learning Enrichment
Specialist Teacher

My name is Karen Ayres and I am one of the Learning Enrichment teachers working in the Primary School. I am fortunate to have had a long association with John Wollaston both as an educator and as a parent. Both my children attended John Wollaston from Kindergarten to Year 12 and remember their time at the School with fondness.

In my career I have had a wide variety of teaching and administrative roles, and I am thrilled to be working in the Primary School, teaching literacy support with students from Pre-Primary to Year 3. I am passionate about finding creative ways to support and enhance student learning.

In my free time I love reading, watching great movies, going for walks and spending time with my family and friends. I also enjoy new things and being helpful to others.

THE SPECIALIST TEAM



MRS AMANDA WHITEFORD

Learning Enrichment
Specialist Teacher

I am entering my 16th year teaching at John Wollaston where I have enjoyed many years as a classroom teacher and as a Learning Enrichment teacher. I have two children who are 12 and 10 years old. When I'm not at work I love spending time with my family and friends, exploring new places in our camper trailer, coffee, swimming and cheering on the Fremantle Dockers.

This year I will be teaching Year 4-6 Literacy and Numeracy Support. I have a particular interest in helping students with literacy and language-based learning difficulties and I've always been passionate about identifying the individual learning needs of children and supporting and empowering them to achieve their potential. In 2024 I am really looking forward to continuing to work and collaborate with all the wonderful students, staff, and parents within the school community.

KINDERGARTEN TEACHERS



MISS ADELE KUAN

Hi! My name is Adele Kuan. This is my first year at John Wollaston and I have loved being part of the Kindy team.

I love working with the early years as they are curious and are able to explore their love for learning. Kindergarten is not only about making great relationships with the children but with the families as well and I look forward to getting to know all of you this year.

Unfortunately, I will only be around until the second week of Term 2 but I am excited to provide fun and engaging learning experiences until then!



MISS KERRI BOYLAND

Hello, my name is Kerri Boyland. I started at John Wollaston in 2011 and have spent most of my time here teaching Kindergarten.

I am looking forward to getting to know the children in our Wallaby class and having fun on our shared learning journey.

Kindy is a magical year to teach as we watch the children develop their confidence and independence, form relationships with their classmates, express their creativity in many fabulous ways and realise just how much fun learning can be!

KINDERGARTEN TEACHERS



MRS TINA DUNN

Hello, my name is Tina Dunn. I have been working John Wollaston Anglican Community School for 10 years primarily in Kindergarten and Pre-Primary.

I have a daughter who attends JWACS in Year 5. This year I am looking forward to getting to know my new Bandicoot students and their families.

I enjoy working in Kindergarten and helping the children to develop their independence, creativity and love of learning.

KINDERGARTEN EDUCATION ASSISTANTS



MRS MEAGAN HEWITT

Hello, my name is Meagan Hewitt. I have been lucky enough to have been given the opportunity in 2024 to be a part of the wonderful team at JWACS.

I am excited for my new role in the Kindy, working alongside my colleagues as an Education Assistant. I believe in building strong collaborative partnerships with my colleagues and families to ensure productive and positive student outcomes in an inclusive environment.

I look forward to meeting everyone in 2024.



MS KRISTY LEE-SMYTH

Hello my name is Kristy Lee-Smyth, I have been part of the JWACS team for three fabulous years.

This is my third year working in Kindy and enjoy providing a fun and nurturing environment for children to explore and discover.

In 2024 I am excited to establish strong, positive and trusting partnerships with our families and support learning in the wonderful Wallaby class.



MRS TARA FITZGERALD

Hello, my name is Tara Fitzgerald. I have been a part of the JWACS parent community since my first daughter started Kindy here in 2011. She's still here and starts year 12 in 2024!

This will be my second year in the Kindy Bandicoot room and I look forward to helping the children navigate an exciting year to begin their school journey.

KINDERGARTEN PROGRAMME OF INQUIRY 2024

In 2023, staff were trained in the Concept-Based Inquiry (CBI) model and we began to review our PYP Programme of Inquiry to ensure there was alignment to updated curriculum expectations from the State Curriculum Standards Authority (SCSA) and to updated programs that we use within the Primary School. It is also a wonderful opportunity to ensure that each unit provides a rich learning opportunity in relation to knowledge, skills and understandings. Some units of inquiry will continue to be re-written over the course of 2024. We are working with Rachel French at Professional Learning International (creator of CBI) to guide our ongoing work in this area.

You will find below an overview of the units of inquiry for this year group. It allows you to see which subjects will be included in each unit of inquiry and when it will be taught over the course of the year. All educators in Primary are contributing to the ongoing programme review across 2024, and as such, some areas will be subject to change. We thank you for your support whilst we do this important work.

	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How We Organise Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Unit title/Topic	Our Identity	Expressing our feelings and ideas	Rules and Routines	Caring for Living things
Concepts	Form Identity Similarities and differences Self-awareness	Perspective Reflection Feelings Communication Creativity Expression	Function Causation Responsibility Wellbeing	Change Responsibility Perspective Connection Interaction
Learner Profile	Open-minded	Communicator	Principled	Caring
Approaches To Learning	Social Skills	Communication	Self-management	Research Skills
EYLF Outcomes covered in the unit of inquiry	Outcome 1: Identity Outcome 4: Learning and thinking Outcome 5: Communication	Outcome 3: Wellbeing Outcome 4: Learning and Thinking Outcome 5: Communication	Outcome 1: Identity Outcome 2: Connecting and Contributing Outcome 3: Wellbeing Outcome 5: Communication	Outcome 1: Identity Outcome 2: Connecting and Contributing
Semester it will be taught	Year-long	Year-long	Year-long	Year-long

IB LEARNER PROFILE



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

SUPPORTING YOUR LEARNER

5 ways you could support your child as a PYP parent

As an essential member of your child's learning community, you play an important role helping them take their learning deeper. Here are 5 simple ways you can support your child's learning at home. Whether it is the more formal learning connected to their schooling, or the incidental, unplanned learning through play, exploration and life experience, these 5 strategies will help you, help your child become a lifelong learner.



Take an inquiry stance

MEET A QUESTION WITH A QUESTION
How could you find that out?

BE PREPARED TO INQUIRE TOGETHER
Let's figure it out together!

ASK AN OPEN-ENDED QUESTION
What do you notice?

BE A LEARNER
Here is how I'm going to find out

Support conceptual understanding

VALUE PROCESS
How did you do that?
Why did you do that?
What strategy did you use?

HARNESS THE POWER OF KEY CONCEPTS
What does it look like? [Form]
Turn page for key concepts

Prioritise reflection

GET THEM THINKING ABOUT THEIR THINKING
How do you know?
What makes you think that?
Is there another way that you could do that?
What did you find easy or challenging? Why?

Support your child's agency

INVITE AND INVOLVE THEIR VOICE
Let them express themselves

SUPPORT THEIR CHOICES
What choice are you making for yourself as a learner?

EMPHASISE OWNERSHIP
You're in the driver's seat

Give feedback that goes beyond the moment

TEACH THE LEARNER, NOT THE LEARNING
Move from asking How are you doing? to Where to next?

GIVE SPECIFIC FEEDBACK ON THE PROCESS
I like how you did... What might you try doing next?

Using PYP Key Concepts

To extend learning, these questions work for everything and every time.

whether looking at...

- | | | |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| An exclamation mark
A mathematical equation
The gears on a bike
A weather pattern | A structure of government
Kicking a ball
A bridge
The periodic table | A flower
An event in the news
A scene in a film
Anything! |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|

Form
What is it like?

Function
How does it work?

Connection
How is it connected to other things?

Change
How does it change?

Causation
Why is it like that?
Why is it the way it is?

Perspective
What are the different points of view?

Responsibility
What are our responsibilities?

COMMUNICATION

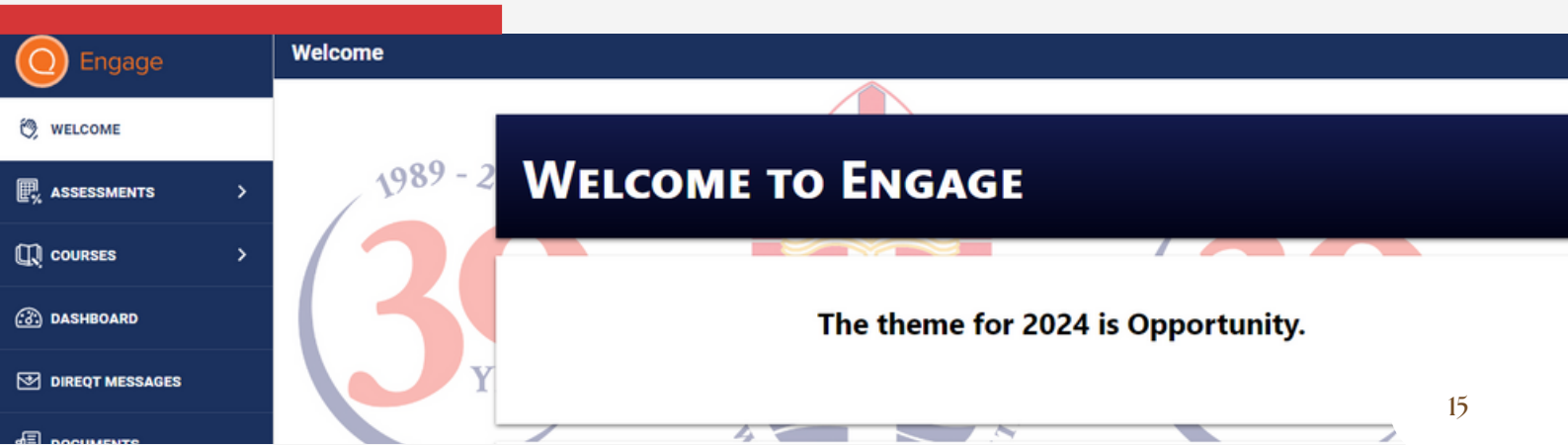
Timely, effective and courteous communication between home and school is most important, fostering positive relationships that support children as they journey through school. At Jc. Wollaston, our key platform for communication is SEQTA. Through SEQTA you can access key information and communicate with staff from across the School as you need.

Available on our website is the SEQTA Use and Etiquette Statement for Families, which outlines some of the expectations we have for all users of this platform. Most importantly, there is an expectation that all users have a 48-hour window to respond to any Direct Message. More urgent matters can be addressed by telephone contact. I encourage families to read the document available at www.jwacs.wa.edu.au/policies.

For students in Years 1-4, we utilise Seesaw to share children's learning through a digital learning portfolio. On this platform, families can view, respond and keep up to date with their child's learning. We ask that all users of Seesaw refrain from using this as a means of communication. Please keep this to SEQTA.

In Year 5 and 6, students begin to utilise the SEQTA Learn platform and will begin to develop their skills in accessing Direct Message and assessment and feedback information. Through developing these skills in Upper Primary, students are then well prepared for the more advanced use that will follow in the Secondary School.

As always, you are welcome to touch base in person with staff. Please bear in mind that there are often matters to attend to outside of class time, so a pre-arranged time to meet is always appreciated.





PASTORAL CARE FLOWCHART

PROMOTING POSITIVE BEHAVIOURS

All students at John Wollaston are supported and encouraged to demonstrate the School's core values of *Honesty, Respect, Responsibility, Commitment* and *Inclusion*. Our Student Code of Conduct also makes clear to students the expectations of the School.

At times, students will make poor choices with their behaviour. This can occur for a number of reasons. It is important that students understand there are consequences for disrespectful or inappropriate behaviour and take responsibility for their actions. Restorative approaches ensure the student is supported in 'making things right' and ensuring the repair of any relationships damaged by the poor behaviour choice/s. At all times, the consequence for the behaviour takes into consideration the student's developmental stage. Our approach in the Early Learning Centre and Primary School towards promoting a return to positive behaviours is outlined below.

Classroom Level

All low-level poor behaviour choices will be managed by class teachers in line with the Essential Agreement established at the commencement of the academic year. Steps will be put in place to support the child/ren as required. Class teachers will communicate any more serious or ongoing issues to parents / guardians.

Behaviours at this level may include, but are not limited to, being disruptive, not following instructions, answering back to staff, not working in alignment with the Essential Agreement.



Primary Coordinators

Ongoing concerns with behaviour are referred to the Early Years Coordinator, Years 3-6 Coordinator or Primary Inclusive Education Coordinator. The context, nature and seriousness of issues is established and the Coordinator will work with class teachers and student using a restorative approach to behaviour management.

Behaviours at this level may include, but are not limited to, persistent poor choices in class, swearing, disrespectful behaviour towards peers, escalating game play, rough conduct and not working in alignment with the Essential Agreement.

Communication with parents / guardians at this level will be maintained through SEQTA, the Student Diary or by telephone.



Deputy Head of Primary

Continuing behavioural concerns and behaviours of a more serious nature will be referred to the Deputy Head of Primary. At this level a meeting is arranged with parents / guardians, the class teacher, and Deputy Head of Primary to establish a restorative plan. If required, a referral to the School Counsellor or Chaplain may be appropriate. These referrals can only be made through the Deputy Head of Primary or Head of Primary.

Behaviours at this level may include ongoing inappropriate behaviour, deliberate physical aggression, theft, damage to property, derogatory or aggressive comments. After School Detentions may be issued as a consequence of these behaviours.



Head of Primary

Serious breaches of the Code of Conduct (e.g., violent behaviour, derogatory, offensive behaviour of sexist, sexual or racist nature, ongoing harassment or bullying) and failure to modify behaviours over time may result in suspension. Parents / guardians meet with the Head of Primary to establish/review the restorative plan. Suspensions can be either internal (student still attends school) or external. External suspensions require the approval of the **Principal**.

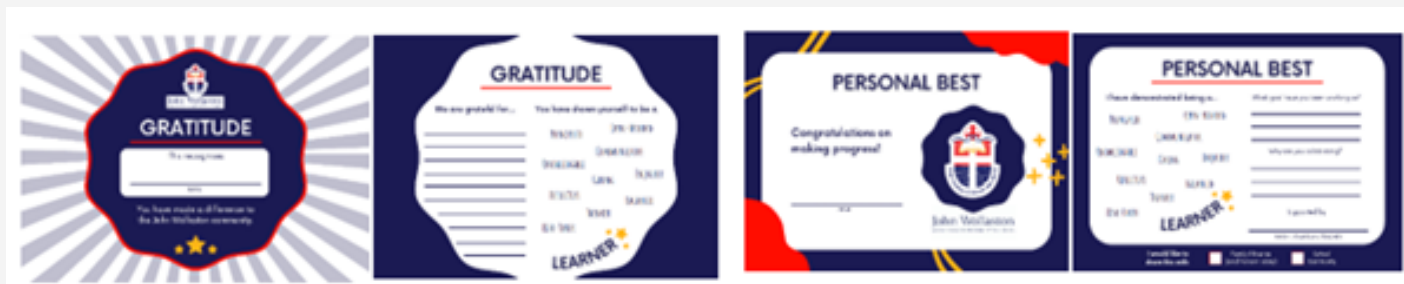
The Principal is the final arbiter on all matters pertaining to School Rules and Regulations.

CERTIFICATES

Valuing, Appreciating and Celebrating Learning – How it works

At JWACS we believe in using every opportunity to encourage students to aspire to be their best self. Our certificates are just one of the tools that members of our learning community can use to support and motivate our learners. Keeping the approach simple allows for great flexibility and adjustment to suit the age and stage of children as they progress.

What do our certificates look like?



Why these certificates?

Gratitude Certificates help promote a grateful mindset, but also actively encourage students to practise gratitude regularly. Gratitude Certificates can be given to any member of our community, from any member of our community, when the person's efforts to make our school a great place have been noticed. It is anticipated that more Gratitude Certificates will be presented than Personal Best. How wonderful for the giver to be thinking about others in a positive way, and how special to receive a message of gratitude from a peer, teacher or parent!

Personal Best Certificates are to recognise when students have achieved a goal or made significant personal progress in some way. These can also be used for groups of students, such as a class, for working together to achieve a collective goal. The beauty of these certificates is that the goals can be highly personalised for different children. The ideal outcome is that we have students who are self-aware of their goals and can articulate and celebrate their own milestones – and not in comparison with others.

Who can award them?

In order to promote agency and recognise learning in an holistic way, all members of the school community can award these certificates. Personal Best Certificates have a place for a trusted adult to support the awarding of a certificate by a student.

In our system, parents and guardians are empowered to play an active role in valuing, appreciating and celebrating children's learning. Parents and guardians have great insight into their children's goals, effort and development. By involving parents and guardians, we are supporting a holistic view of learning, valuing children's efforts both in and outside the classroom.

To help clarify, I have created some examples :

- Student, Mary, has been trying to use capital letters in her writing properly for ages. Mary's Mum has watched her spend a whole week at home editing her narrative until all of the capital letters were in the right place. Mary checks her work with Mum and is elated that she has done it! Mary and her Mum share this success back at school by completing a Personal Best certificate recognising her as principled and a thinker and posting it.
- Head of Primary awards the Tadpole Class a Gratitude Certificate for their consistently tidy bag rack. Students, without teacher prompting, maintained this high standard throughout the term. Through being principled, they have shown respect for the School and their belongings.



CERTIFICATES

- Teacher, Mrs Smith, has been learning about fractions with her class. A pre-assessment and conversations with student, Danny have showed that this area of Mathematics is a struggle for him. Danny really wants to master this and over the next few weeks, works diligently and pushes himself to understand fractions better. Mrs Smith notices his willingness to communicate his struggles and take risks to further his learning. The post-assessment shows some growth for Danny in this area, but Danny feels a bit disheartened. Mrs Smith discusses this with Danny and together they celebrate his positive and proactive approach to learning. A Personal Best Certificate is awarded, and Danny begins to see that his attitude and effort are valued in learning as the Learner Profile attributes of risk-taker, communicator and thinker are celebrated.
- Dad, Peter, has noticed that his daughter Sara is struggling to get organised in the mornings for school and often results in them being late. Together, they put an organisational chart for the morning in place and set a goal to make it to school on time every day for a fortnight. In the first week, they struggle and are late to school a couple of times. They persist and trouble-shoot and after four weeks, they have made it to school on time for 10 days in a row. They celebrate by using a Personal Best Certificate for Sara, for being reflective, open-minded and principled. Sara also wants to thank her Dad for his support, so she completes a Gratitude Certificate for him!

What is the Learner Profile?

A handy one-pager is included in this information package. This explains the attributes of the Learner Profile for you to refer to. Linking these to actions through the certificates will help students' understanding and recognition of how they are developing as learners!



Why post them?

First and foremost, joy. The children enjoy being able to do something special with their certificates. Secondly, as teachers are not the only ones awarding certificates, they are not able to easily collate the Learner Profile attributes being recognised elsewhere. The Learner Profile attributes will be logged so that teachers can see what wonderful qualities are being developed in and out of school. This process will also help Primary Leadership gather some information about the level of engagement with the certificates across the school. Please see the Dos and Don'ts section below for a word on competition

Where do we get certificates from?

Certificates can be obtained from your child's class teacher, or from Primary or ELC Reception.

Dos and Don'ts

Dos

- Do** get excited about the certificates and share your enthusiasm with your child.
- Do** encourage your child to ask questions to help clarify how it works.
- Do** engage with your child about what might be meaningful goals or gratitude.

Don'ts

- Don't** get competitive. The fastest way to ruin this system is to compare how many certificates a student gets with another, whether in the same family, class or across year levels. This is not a competition. The number of certificates is not important.
- Don't** hesitate to have-a-go. The more meaningful the goal for Personal Best Certificates, the more meaningful these will become for your child.



UNIFORM POLICY

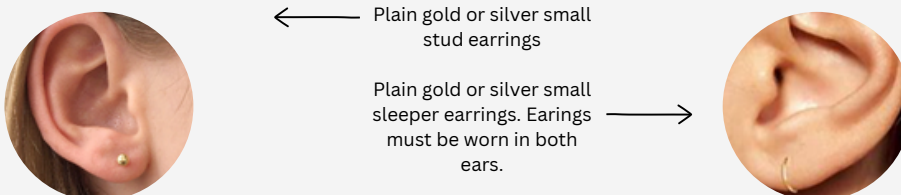


John Wollaston has a distinctive and smart uniform. Making sure uniforms are worn correctly and are in good repair is a team effort between family, staff and students. The full School uniform rules can be located on the School website at www.jwacs.wa.edu.au/policies

The following information and strategies will be used to support our community to meet uniform expectations consistently.

1 In support of good habits, students in Primary School wear their hats to and from school every day, all year.

2 Clarification on common incorrect items.
Jewellery – The following images show the only acceptable earrings at JWACS.



Shoes

Formal – black, lace up school shoes are required (not skate shoes, Mary-Jane's or black sneakers)

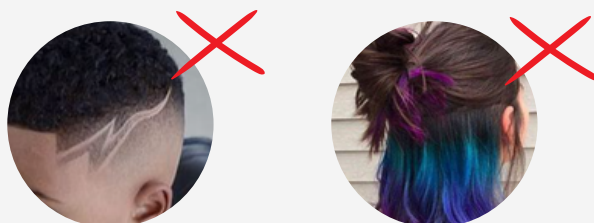


Sports shoes – must be predominantly white sports shoes, not boots or skate shoes.



Hair

Hair is expected to be clean, neat and out of the eyes. If the hair is collar length it must be tied back. Conservative styles are required. Razor cut designs and colourful extensions, or colours, are not acceptable. Please save these for the holidays.



3 Staff will regularly check uniform standards. During each term, our Coordinators, Ms Cuming and Mrs Zecca will conduct more formal checks. Teachers will monitor the day to day. Should there be an area to correct, staff will use one of the Uniform Reminders in the diary to alert you and request your support to rectify it in a timely manner. Staff will also encourage and expect students to take responsibility for wearing their uniform with pride and in adherence to the School Rules.

Uniform reminder slips look like this:

John Wollaston
AN AUSTRALIAN LEARNING COMMUNITY

Dear Parents and Guardians
UNIFORM REMINDER

Today, _____ (they) we conducted a uniform check with the students.

Items requiring attention:

- Shoes
- Jewellery
- Hair
- Hat
- Other

Thank you for your support in ensuring this as soon as possible.

If you require further information about the School's Uniform Policy, please refer to the uniform policy on the School website. If you have any questions, please do not hesitate to contact me.

Yours sincerely,
 Olga Trapp
 Year 3-6 Coordinator

Coordinator uniform check

Dear Parent and/or Guardian

Today, I noticed that _____ was wearing / missing their _____

Thanks in advance for making sure this is corrected for tomorrow.

Yours sincerely, Class Teacher
 Date: _____

Teacher Reminder

Please note: students need to provide a long-sleeved art shirt/ smock for their weekly **Art lessons**. Please make sure this is clearly named.

START AND END OF DAY

ATTENDANCE

Regular and punctual attendance at school is essential to the smooth running of the educational program and your child's progress and development. The complete Attendance Policies and Procedures Primary School 2020 document can be found on the School website at www.jwacs.wa.edu.au/policies.



In Pre-Primary to Year 6, classroom doors open at 8.15am and lessons commence at 8.30am. The school day concludes at 3:00pm.

Students arriving late, need to report to ELC or Primary Reception to sign in and follow the correct procedures.

Little Wollies and Kindergarten have later commencement and earlier finish times to facilitate parent drop off and pick up.

Further details for the Early Years are also located in the Early Years Handbook. Little Wollies and Kindergarten families received a copy in their Orientation Packages, but it can also be found online at www.jwacs.wa.edu.au/elc-handbook.

Student Absence

If your child is away from school, it is essential that the School is notified as soon as possible. All Primary absence notifications use the same contact details.

Please telephone or email Mrs Jo Seal using the following contact details. When telephoning, please leave a clear message, including your child's name, class and expected absence.



Telephone: 9495 8166
Email: elc@jwacs.wa.edu.au



If your child is absent without explanation, or arrives late without signing in, you will receive a follow-up text message to explain the absence later in the morning.

Any unexplained or concerning poor attendance issues for students are followed up by the Primary Pastoral Team in the first instance and then with more formal communication from the Head of Primary.



Things to remember:

- Pre-Kindy (Little Wollies) and Kindergarten students must be dropped off at class in the morning by an adult and collected by a parent / guardian / approved adult at 2.45pm in the afternoon. It is important for our youngest students to be collected promptly at the end of the day.
- Due to duty of care, students are not permitted at school before 8:00am.
- Students are not allowed to play in the playground before and after school hours.
- Any students not collected by 3.30pm will be supervised in Primary Reception and parents / guardians notified.
- For students in Pre-Primary to Year 6 the Kiss 'n' Drive in the ELC and on the Main Campus are both supervised for student use from 8:00am until 8:30am in the morning and 3:00pm until 3:30pm in the afternoon.

If you have any concerns regarding attendance, please do not hesitate to contact Mrs Seal in the ELC Reception or a member of Primary Leadership.