

2025
PARENT
HANDBOOK

JANUARY - DECEMBER

Acknowledgment of Country

We acknowledge with respect and gratitude, the Traditional Owners of Noongar Boodjar on which we stand.

We pay respect to their Elders, past present and future. We extend this respect to all Aboriginal and Torres Strait Islander peoples.



OUR VISION

At Samson Primary School we work together in unity to create a respectful, safe and inclusive learning environment. Within this community we aim to help all students to reach their highest potential and to become self-aware learners.





Message from the School Principal

Greetings All,

It is with great pleasure that I welcome you to the beautiful world of Samson Primary School.

Samson Primary School was officially opened in May 1987. Samson PS is located south of the Swan River at the eastern end of the Fremantle area, adjacent to the Samson Recreation Centre. Our intake area also includes parts of surrounding communities including Kardinya and O'Connor. Considerations are also made for families outside of our local intake area for students successfully placed in our Specialised Learning Program for students with Autism.

It is what Emeritus Professor Russell Bishop, University of Waikato, NZ, proved in his wide-scale educational reform across NZ and the world, that ignites the collective efficacy of educators at Samson Primary School. In what has become Bishops' life work, he was clearly able to demonstrate that:

“What works for marginalised and minoritised students, works for all students, but not necessarily the other way around”

It is this theorising that permeates the proactive and agentic lens that forms the disposition of our educators, as they develop their capability as effective practitioners that strive to align to, and embody, our 4 school values of **Respect, Inclusivity, Safety and Self-Awareness (RISE)**.

With an invested local school community and strong leadership and governance from our Parent and Citizens committee, and newly formed School Council body, combined with our experienced Executive Leadership team, we seek to be accountable to a standard of high expectations.

Our strategic vision/priority areas, combined with our whole-school improvement agenda and change management timelines are inclusive of the latest educational and organisational improvement research and responsive to global trends.

Our school environment is deeply rooted in a culture that promotes awareness of how to identify and manage emotions, ensuring that we can create safe spaces for our students, staff and school community to support and validate their emotions, as well as the emotions of others. With an improved ability to down-regulate our nervous systems, our educators and parent community increase their capacity to help young people process their emotions in a productive way. With this deep focus on health and wellbeing through embodiment of the Emotion Code and Respectful Relationships frameworks, our educators strive to improve the relational experience with our students, activating their ability to use the pedagogical practices that we know make a difference to student outcomes.

Through the implementation of our evidenced-based teaching and learning programs across the school, including in our Specialised Learning Program - Autism (SLP), led by our experienced teachers and supported by our inclusive educational assistants and allied professionals, we are well positioned to accelerate learning outcomes for ALL learners.

Cameron Adams

Principal

Samson Primary School

The School Day

Office Opens: 8am to 4pm

Classrooms Open: 8.30am

Lessons Block: 8.40 to 10.40am

Recess: 10.40am to 11am

Lesson Block 2: 11am to 1pm

Lunch: 1pm to 1.40pm

Lesson Block 3: 1.40pm to 2.50pm

Spelling Mastery block: 1.45pm to 2.05pm

Kindy Dismissal: 2.40pm

Pre-primary to Year 6 Dismissal: 2.50pm

Information is correct at date of publication, January 2025. Keep up to date with term planners from the school website at www.samsonps.wa.edu.au/

CONTACT

Front Office Phone Number: 9478 9000

Office hours: 8.30am – 3.30pm

School Address: 22 Lawrence Way,
Samson 6163

Absence SMS: 0418 948 875

Please notify before 9.30am



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



Facebook: Samson Primary School
Search for us!



School Watch : 1800 177 777



Art Work by Mrs Burvill, Christine and Samson Students
2024

Term Dates

Term One

Wednesday 5th February – Friday 11th April
April School Holidays
Saturday 12th April – Sunday 27th April

Term Two

Monday 28th April – Friday 4th July
July School Holidays
Saturday 5th July – Sunday 20th July

Term Three

Tuesday 21st July – Friday 26th September
School Holidays
Saturday 27th September – Sunday 12th
October

Term Four

Monday 13th October – Thursday 18th
December
School Holidays
Friday 19th December - Tuesday 4th February
2026

Public Holidays

(students do not attend)

Labour Day Monday 3rd March
Good Friday Friday 18th April
Easter Monday Monday 21st April
ANZAC Day Thursday 25th April
WA Day Monday 2nd June
King's Birthday Monday 29th September

School Development Days

(students do not attend)

Monday 3rd February
Tuesday 4th February
Tuesday 3rd June
Monday 25th August
Monday 13th October

Our School

Respect ● Inclusivity ● Safety ● Self-awareness

A warm welcome to Samson Primary School, where Respect, Inclusivity, Safety, and Self-awareness are at the heart of everything we do. Our school community is dedicated to fostering an environment where every student feels valued, supported, and empowered to reach their full potential.

At Samson Primary School, we believe that respect is the foundation of all positive relationships. We teach our students to appreciate and celebrate each other's differences, creating a culture of inclusivity where everyone belongs. Our commitment to safety ensures that our school is a secure and nurturing place for learning, where students can explore and grow without fear. We also emphasize the importance of self-awareness, helping our students understand their own strengths and areas for growth, and encouraging them to take responsibility for their actions and learning.

Our school is proud to offer a Specialist Learning Program for autistic students, where we integrate with our mainstream classes as much as possible from Kindergarten to Year 6. This program is designed to provide tailored support and resources, ensuring that autistic students can thrive alongside their peers. Our dedicated staff work closely with families to create individualized learning plans that meet each student's unique needs, promoting both academic success and social development.

Together, we **RISE** to create a vibrant, inclusive, and supportive school community where every child can shine.



Rich Learning Environments

Our staff aim to provide rich learning environments that cater to the needs of all students and supports their academic, physical, social and creative skills. Our teachers are committed to providing excellent standards of teaching and learning in all programs across the school. We are also committed to providing a healthy, safe and happy learning environment.

Our **RISE** positive behaviour program is an integral part of our school to ensure students have clear expectations and growth opportunities to learn self-regulation.

Online resources

The Department of Education has created the Schools and You website for parents at www.det.wa.edu/schoolsandyou which contains resources and links.



Special Learning Program

The Samson Special Learning Program (SLP) is an integral part of Samson Primary School. It provides a secure, happy, education learning environment for students living with autism.

Please see page 45 for more details

School Council and P&C

The Samson Primary School P & C works in partnership with the school in fundraising, community building and representation, and is a fantastic avenue for community involvement. Meetings are held on a Monday evening twice a term, as well as opportunities for helping out with special events and activities.

Meeting dates, information and contacts will be advised through our newsletter and the P&C Facebook page.

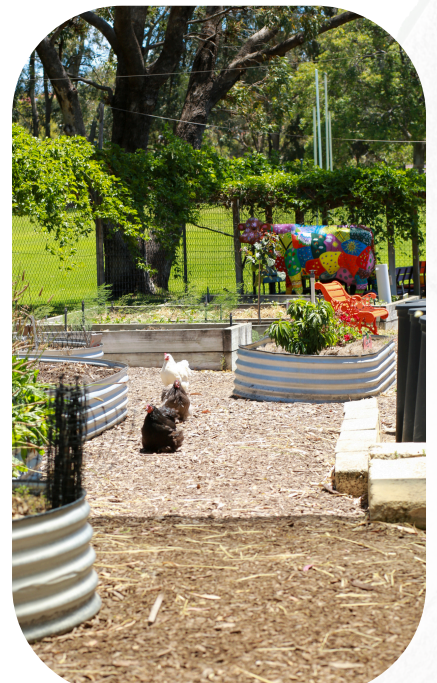
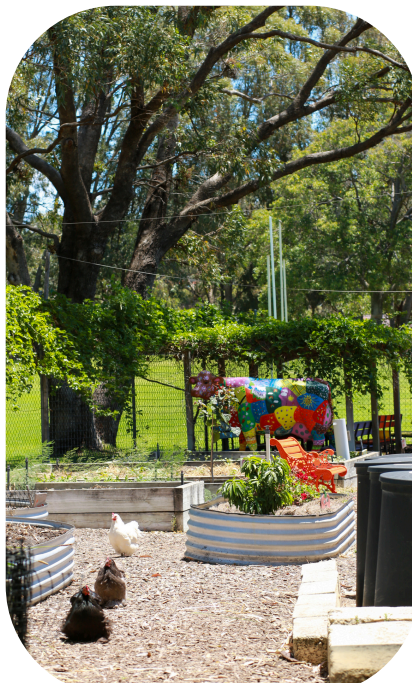
Email addresses and contact info

P&C Email: 

Samsonpandc@gmail.com

School Council Email 

Schoolcouncilsamsonps@gmail.com



The School Chaplain

The School Chaplain is available to assist with pastoral care for students, families and staff, and also works to support school events and general support in the playground. For targeted support, a referral may be made to the Chaplain through the school staff or directly from parents, and consent requested for your child to be involved. For further information, please call the school on 9478 9000

Library Information



The library resource centre is open for book exchange on Tuesday and Fridays.

- Classes will come to the library in their allocated library book borrowing time to select or renew their books.
- Please ensure your child has a library bag and has returned their book to be able to borrow another book.

Scholastic Book Club

Book Club provides families with an affordable and convenient way to bring the best in children's literature into their homes. Each issue of the booklet sent home contains curated, age-appropriate titles that have been carefully selected and levelled by a dedicated team of professional booklovers.

Scholastic operates on a unique model, proudly partnering with Australian schools and educators for over 50 years. As well as bridging the important class-to-home reading gap, Book Club also benefits Australian schools—for every Book Club order placed, Scholastic gives back 15% of the order spend to schools to purchase valuable educational resources via its Scholastic Rewards program.

Manual orders will be accepted at the office with cash or credit card payment.

<https://www.scholastic.com.au/book-club/book-club-home/>



Assembly

Regular assemblies occur through the term. Please refer to the newsletters and the school's Class DOJO story for dates and times. Teachers award Honour Certificates and RISE value awards to students. Your classroom teacher will notify you prior to the assembly if your child is an award recipient.

Holiday Absence

As it is a legal requirement that children attend school, parents should advise the school office, in writing, of all family holidays taken during the school term prior to the holiday. Please advise parents to email the school office with absence dates and the reason for the absence.

As holiday absences does not meet the criteria legally defined for children absent from school. Teachers are not required to provide schoolwork during the child's period of absence. These absences will generally be recorded as 'unauthorised vacation' (K) as the Education Act requires school-age children to attend school, unless unwell.

Separation from Parents

Children will sense your nervousness or anxiety when dropping them off. The best advice we can give you is to talk about school in a positive way. When you say goodbye, make it the rule to kiss and hug – then leave. Never leave your child without saying goodbye or trick your child into staying. If your child is very upset, speak to the teacher about the best way to handle the situation. Some children benefit from the parent staying a bit longer in the classroom, and some children are better if the parent leaves. Don't say to your child "you won't cry or be sad", because that will make your child think there is something to be worried about.

Daily Attendance

If your child is absent without an explanation, you will receive an SMS message. Please respond to these messages using the number on the SMS.

Text our mobile Number for notification:



0418 948 875

Students Arriving Early

Students are discouraged from arriving at school before 8:30am, but with working families, this is not always possible. Children who arrive prior to 8:40am should go to the eating area where they can be visible. Please redirect students to the correct area if they are gathering outside classrooms or in playgrounds. Children who are being supervised by parents are able to wait outside classrooms.

Students Arriving Late

Students who arrive at school over 5 minutes late (after 8.45am), are required to sign in at the office and will be given a 'Late Pass' to provide to the teacher. Students arriving within the first 5 minutes (8.40-8.45) are able to enter class without a late pass.



Recess and Lunch

Drinks: Students need to bring a water bottle every day, with their name on it. Please ensure that it is filled with water (no juice or cordial please) .

Crunch and Sip: All classes at Samson participate in Crunch and Sip. This is a break during class time where students snack on fruit and vegetables only (crunch) and drink water (sip). Participating in a daily in-class Crunch and Sip breaks provides an opportunity to support good health and the help with learning and concentration in the classroom. The classroom teacher will timetable the Crunch and Sip break into the day based on the needs of the students.

Recess: We recommend 1 to 2 pieces of fresh fruit (cut if necessary) or raw vegetable sticks and other healthy snacks. You may like to send recess/morning tea in a separate container.

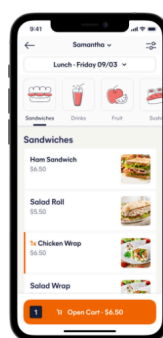
Lunch: Please provide your child with a nutritious and healthy lunch – please avoid chips, cake and processed foods if possible. All food must be brought to school in a named lunch box.

Lunch orders – Tania's Little Lunchbox

A lunchtime and recess food service is offered three days a week (Wednesday to Friday). Orders can be placed before 8.30am using the Spriggy app, available to be downloaded on both Apple and Android devices. Lunches are collected by each class from the canteen just prior to the start of lunch. Students can collect their recess directly from the canteen. Cash sales are also available on the day. The menu is on the school website.

Canteen Ordering

A lunchtime and recess food service is offered three days a week (Wednesday to Friday). Orders can be placed before 8.30am using the Spriggy app, available to be downloaded on both Apple and Android devices. Lunches are collected by each class from the canteen, in our undercover area, just prior to the start of lunch. Students can collect their recess directly from the canteen. Cash sales are also available on the day. The menu is on the school website and the spriggy app.



The all-in-one school payments app

School apps don't need to be clunky and slow. Spriggy's payments fast and easy.

- ✓ Canteens
- ✓ Uniforms
- ✓ Events & Fundraisers



Uniform Ordering

Opening hours 8.10am until 8.20am

The uniform shop is open **every second Friday** during the odd weeks of the term.

Have you have any queries please



email: samsonpsuniforms@gmail.com

Uniforms can also be ordered through the Spriggy App or website. www.spriggyschools.com.au



Medical

Medical Needs Register

If your child suffers from a serious or life-threatening condition, for example peanut allergy, diabetes, epilepsy, you are required to complete a **Health Care Plan** for your child and provide medication if it is required.

This information is confidential and is only used to ensure your child receives the appropriate medical attention should the need arise. Only staff have access to this information.

Illness and Hygiene 🤒

The school maintains high levels of cleanliness and encourages all in our school to regularly wash their hands, cover coughs and use sanitiser where necessary. To avoid the spread of infection, students must not attend school if they feel unwell or have a persistent cough or fever.

Medication

Some students may require medication at school on an occasional or regular basis as part of their health care plan. If this is the case, you must complete the appropriate authorisation form which can be obtained from the front office. Based on information given, processes will be established for safe storage, recording and administration of the medication.

Students should NOT be carrying any form of medication, whether prescription, or over the counter medication, in their school bag, unless agreed as part of their health care plan.

Parents need to ensure that medication forwarded to the school has not exceeded the expiry date, and replenish supplies in line with the published expiry date.

Allergy Aware School

Please be aware that we have students at our school who have severe and potentially life-threatening allergies to certain foods, including eggs and nuts. Your consideration where possible is much appreciated.

Please visit Allergy Aware Australia for more information. <https://allergyaware.org.au/>



Head Lice

The parent's responsibility to comply with the school's head lice policy · to check their child's hair for head lice infestation regularly · to read the Department of Health's Head Lice pamphlet (supplied in enrolment package) · to treat their child's hair immediately if the child has head lice · to inform the school if their child has a head lice infestation.

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

The school's role is to develop, implement and maintain a head lice management policy · to provide a copy of the Department of Health Head Lice pamphlet at enrolment and on request.

The Department of Health's Head Lice Fact Sheet will be included in the enrolment package · sent home to parents of a child with head lice · promoted in the school newsletter and by other advertising means.

Other head lice education strategies head lice information will be included in class activities where appropriate, e.g. personal development (how to identify head lice and comb out) · head lice management education sessions may be provided by the Community (School) Nurse for staff, parents and P&C members, to ensure the school community is well informed.

Parents who need further advice or who experience difficulty with treatment may be referred to the Community (School) Nurse for assistance.

Additional Key Points Respect

Coordination of the Head Lice Policy will be undertaken by a Deputy Principal. The Deputy Principal will be the contact person for staff and parents for dealing with head lice issues.

Teachers who have concerns regarding the return to school of the child with head lice, or regarding the 'Confirmation of Commencement of Treatment' slip, should refer to the Deputy Principal.

Under the School Education Act 1999, students found to have head lice may be excluded from school at the discretion of the Principal until treatment has begun and most eggs have been removed, in accordance with the Department of Health treatment advice.

In practice, this means students can return to school the day after treatment has commenced, provided that effective treatment is completed consistently over the following 10 days.

A few remaining eggs are not a reason for exclusion.

The School advises that parents should use the Department of Health's recommended treatment as described in the Head Lice Fact Sheet, available from the department website.

Treating Headlice information

https://www.healthywa.wa.gov.au/articles/s_t/treating-head-lice



No Hat Play in the Shade Policy

In the interests of the children's health and safety, hats that cover ears and the back of neck, must be worn during all outside activities in the sun. This is enforced throughout the school year. If your child does not bring a hat, he/she will be directed to play under the shaded verandah area. It is also recommended that you apply sunscreen to your child before they attend each session. Please ensure a school hat is always in your child's bag.



Hair & Jewellery

Hair should be neat and secured away from the face. Hair that is shoulder length, or longer, is to be tied back regardless of gender for health and safety reasons. Jewellery should be restricted to earrings, either sleepers or studs.

Spare Clothes

In the case of a toileting accident or water play occurring, we ask parents to include a change of clothes in their child's bag. Your child will feel more comfortable changing into familiar clothes (t-shirt, shorts and underclothes), all labelled please.



Communication

Parent Communication

Each class has a DOJO page which is used as a digital noticeboard. Parents are asked to NOT use this platform for individual student issues. Email is encouraged and preferred to ensure accurate record keeping. All teacher email addresses are published on the school website.



ClassDojo

FACEBOOK

[Samson Primary School](#)

Celebrations

Throughout the year the students will be involved in learning about different celebrations and cultures. Please let your child's teacher know if you do not wish your child to participate in celebrations such as birthdays, Christmas and other cultural celebrations.

Telephone

The school office is open from 8.00am – 3.30pm on school days. Our telephone contact number is 9487 900. It is best to call the school to schedule an appointment to see particular members of staff so that we are able to ensure their availability.

Email

We have a school email address for all official communication with the school, including for contact with individual teachers. Please email Samson.PS@educaton.wa.edu.au with any queries, absentee notifications, or requests for interviews with staff members. We are quite efficient with responses, but sometimes take a day or two, as staff are engaged in delivering our teaching and learning programs and may not get to check emails immediately.

Consent 2 Go

Consent2Go is a platform to help us manage student health and medical information, aid teachers in planning and running excursions and activities, and facilitate parent permissions for those activities

consent2go

School Website

Our school website contains all the information that you may need to know. It houses policies, plans, news of upcoming events as well as handy documents. Visit www.samsonps.wa.edu.au



Dogs

Dogs must remain on a leash at all times, and stay outside the perimeter of school.



Concerns, Compliments and Feedback

Samson Primary School has a focus of respect and strong partnerships with students, families and our community. We strive to achieve this by setting high expectations for the performance of the school in every aspect of our operations.

Our school is a community within itself with a student population of 350 students and 70 staff. Working for our students means that we may not be available to respond to or resolve your queries instantly, but we most definitely will provide a response and assistance within the following guidelines.

The school will manage school-related issues:

The school and Principal have the legitimate authority to manage the premises, students and staff. Should any aspect of school operations, student or staff behaviour cause concern, please report your concern directly to the school.

Under no circumstance should parents or adults approach Samson students, or their parents to verbally or physical intervene in school-managed situations.

I Want to See/Speak to the Principal

Many people don't want to tell their story more than once, or be passed around, and want to go 'straight to the top'. At Samson we ask that you start with those in the know, which is always the classroom teacher.

Only if your concerns remain unresolved, should you request an appointment with a Deputy Principal.

The Deputy will determine which matters need the intervention of the principal.

Put it in Writing

If, after your conversation with the staff member, your concern is not resolved, please formalise your concern in writing addressed to the principal (email is preferred). Written concerns received will be acknowledged within 1-2 school days. All written complaints will receive a written response, which will be sent within a maximum of 10 school days.

We are generally much faster than these timeframes, but some issues require more involved investigation.

The Next Step

If, after making a formal complaint, you are still not satisfied with the response or resolution offered by the school, or, if your complaint is about the School Principal, you may contact the Coordinator of Regional Operations at the South Metropolitan Education Regional Office.

COMPLIMENTS are gratefully received.

We appreciate that there will be occasional issues that arise. However, the majority of the time, the school will operate harmoniously, with the support of our community, fantastic staff and awesome students. It is great to take the time to acknowledge the individuals, team and school that make the difference to your child. If something is going well, be sure to let us and everyone know.

Custody

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

Supervision and Duty

There are always sufficient teachers on duty during recess and lunch breaks to adequately attend to playground issues. Our duty staff wear high-visibility vests for easy identification.

Students should, in the first instance, refer to a duty teacher if issues arise that cannot be resolved amicably among their peer group.

Excursions and Incursions

Some educational excursions and/or incursions will be arranged for each class. Parents will be notified via our Consent2Go platform. Will be asked to provide consent and pay a nominal fee if required.

Student participation in excursions and incursions is contingent of maintaining appropriate standards of behaviour at school (good standing), and the confirmation of consent and payment where requested.

Education and Sport

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

Each year our students from Pre-primary to year 6 take part in the Education Department's In term Swimming program. This forms part of our Health and Physical Education curriculum.

Factions

All students are placed in a faction upon enrolment at the school. Our factions are:

Flinders

Stirling

Lockyer

Dampier

Students are encouraged to wear their faction shirts on the days they are timetabled to do physical education lessons and sport sessions.



Home Reading

At Samson Primary school as part of our commitment to student achievement, we are ensuring that our students learn to read and read well!

Reading is not only an essential skill for children to find success in school but to thrive in society as they grow up in our world. Our reading programs are based on evidence-based practices. In class, the teachers explicitly teach students the skills needed for reading success.

To support the students' skills at home, we have a tiered approach to our home reading program, targeting the skills needed at each level of development. Here is what home reading looks like at Samson Primary School.

Kindergarten

Oral Language Focus

Term 1 to 4

Shared story book program-
one story book is sent home per week.
Parents read to student and ask comprehension
questions provided.

Repeat for 4 days.

Pre-Primary

Comprehension and Vocabulary Focus

Term 1 to 4

Shared story book program-
One story book is sent home per week.
Parents read to student and ask comprehension
questions provided. Repeat for 4 days.
Decodable Readers-
Decodable readers or sentences one book each week
for student who can blend sounds to read words.
One book will be sent home each week with
information to support your child.

Year 1

Oral Language and Decoding Focus

Term 1 - For those students who have mastered sound-
knowledge, decodables or sentences will be sent
home.

Term 2 to 4

One decodable reader is sent home each week. The
student reads the same book each night for 4 nights to
develop their fluency and comprehension before
returning the book. Information will be provided to
parents for their child.
A reading record is completed.

Year 2

Vocabulary and Fluency Focus

Term 1 to 4

Either a decodable reader or early chapter book from
the library.

Decodable Readers

The decodable reader is sent home each week. The
student reads the same book each night to develop
fluency, expression and comprehension. A reading
record is completed.

Early Chapter Books

Each week a beginning chapter book is borrowed
from the library. The child reads for 10-20 minutes per
day. A reading record is completed.

Year 3 to Year 6

Oral Language, Vocabulary and Fluency Focus

Term 1 to 4

Each week, students read a library book. Students borrow a book suitable for independent reading during their library time and can change books during the week, before or after school. Students are asked to read for 15 to 20 minutes per day. Students complete a reading record.

Homework Rationale

Homework for primary school children should be minimal, so that a balance of play, rest and exercise can be achieved.

In the early years, homework should largely be informal and non-compulsory. As children move towards the upper primary years, they should progressively be exposed to more structured homework requirements in order to facilitate a smooth transition to secondary school through the development of good study habits.

Policy Statement

These statements are to provide for a uniform approach to homework at Samson Primary School. They articulate a clear position to parents, staff and students about expectations and our approach to homework at Samson Primary School.

Time Allocations

Year 1 – 2

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

Years 3 – 4

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

Year 5 – 6

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

Nature of Homework

- **Years 1 – 2**

- Home reading

- **Years 3 – 4**

- Home reading

- **Years 5 -6**

- Independent home reading
- Voluntary searches for information and artefacts to support classroom themes and/activities
- Specific tasks to support learning progress
- Practise of basic number facts
- Targeted strategies to reinforce new concepts



Students Requiring Additional Support

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

Alternatives to Homework Parents can use to Support Student Learning

- Boardgames, card games, dice games
- Reading stories at bedtime
- Cooking
- Outdoor games and activities
- Play charades and other drama-type activities
- Watch TV together and discuss the issues
- Crosswords, puzzles and jigsaws
- Use a computer to search for interesting educational internet sites

Useful Apps, websites and suggestions for supporting learning at home are available.

Money, Valuables and Toys

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



Mobile Phones and

Personal Electronic Devices

Students are not permitted to have or use mobile phones or personal electronic devices whilst at school unless specifically required as part of the teaching and learning program. Devices must remain switched off and away at all times during the school day. Wearable devices, such as smart watches, should have airplane mode enabled while at school. Students found to be using mobile devices, including network-enabled smart watches, during the school day will have them confiscated, to be collected by parents. If a student needs to bring a mobile phone to school for whatever reason, they must have signed permission and follow the procedures as laid out in our Mobile and Electronic Devices. The policy and form is available on our website.



Parking

We ask that parents and community members do not park, drop off students or drive through our staff car park. Street parking is available on Philmore Crescent and Lawrence Way and other surrounding streets. Please comply with all signage and road laws and be extra vigilant to ensure the safety of our students and school community.



Together we

RISE

We are:

R

espectful

I

nclusive

S

afe

BE

Self-Aware

Rights and Responsibilities

	CLASSROOM	OUTSIDE	ONLINE	COMMUNITY
R Be <u>R</u> espectful	<ul style="list-style-type: none"> Use your manners Care for the equipment Take pride in your work Be honest Be kind and caring to others Follow staff instructions 	<ul style="list-style-type: none"> Follow the rules of the game and listen to the umpire Put rubbish in the bin Be polite when at the canteen Look after sporting equipment and return to the correct place 	<ul style="list-style-type: none"> Care for ICT equipment Use appropriate language 	<ul style="list-style-type: none"> Wait patiently in line Be courteous to visitors to the school
I Be <u>I</u> nclusive	<ul style="list-style-type: none"> Let everyone share their ideas, wait your turn Be a kind friend Use kind language Ask others to join you 	<ul style="list-style-type: none"> All students 1-6 can go everywhere Play with all students Include others in games Share equipment with other students Follow the agreed rules of the game 	<ul style="list-style-type: none"> Make sure everyone gets a turn Use kind language 	<ul style="list-style-type: none"> Speak kindly to those around you Work cooperatively
S Be <u>S</u> afe	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk on the concrete Manage your chair appropriately Use equipment properly Keep germs to yourself – positive hygiene 	<ul style="list-style-type: none"> Use playground equipment safely Keep out of the car park Walk bikes and scooters on school property Stay within the school boundaries Wear a hat Communicate concerns to a trusted adult See danger – report danger 	<ul style="list-style-type: none"> Follow SPS Code of Conduct Log on and off Keep passwords, personal information and location private Use appropriate volume for headphones Never share personal information online 	<ul style="list-style-type: none"> Stay with your class Be aware of your surroundings Make responsible choices
E Be <u>S</u> elf-Aware	<ul style="list-style-type: none"> Regulate yourself first Think about <u>others</u> feelings Be a good listener Keep inappropriate thoughts to yourself Be flexible and cooperative Be ready for learning Ask for help when needed 	<ul style="list-style-type: none"> Show consideration to others and the environment Encourage others and celebrate successes Regulate emotions 	<ul style="list-style-type: none"> No phones at school Be aware of what you post online 	<ul style="list-style-type: none"> Wear your school uniform with pride Use your manners Be mindful of your surroundings – voice control Follow instructions, directions and expectations

Families Rights and Responsibilities



FAMILIES RIGHTS

- To ensure their child has access to a quality education that meets their needs.
- To express their opinions and be heard in a suitable and respectful setting.
- To be informed about decisions concerning their child's health and wellbeing.
- To be informed on their child's academic progress.
- To be informed about any behaviour concerns and decisions affecting their child.
- To report any concerns, issues, or incidents involving their child for appropriate attention and/or resolution.
- To be treated with respect, care, courtesy, and fairness.

FAMILIES RESPONSIBILITIES

- To support the school in ensuring a quality education of their child, including adherence to school policies, and active participation in decision-making processes, where needed.
- To build a cooperative and supportive relationship with staff, including open communication and collaboration.
- To model respectful, courteous, and honest behaviour for their child and others.
- To communicate any health or other issues that may affect their child's learning or behaviour.
- To listen to the perspectives of others.
- To approach any issues with a solutions-focused mindset, promoting a calm and cooperative resolution.



R I S E

Superstar Awards



R I S E Superstar Award ★

Dear Parent/Guardian,

This award is to acknowledge that _____ has displayed outstanding examples of:

★ **Respect** ★

It is always a pleasure to commend students who embrace the Samson Primary School Behaviour Expectations by displaying excellent behaviour.

 _____ Teacher _____ Date 

R I S E Superstar Award ★

Dear Parent/Guardian,

This award is to acknowledge that _____ has displayed outstanding examples of:

★ **Inclusivity** ★

It is always a pleasure to commend students who embrace the Samson Primary School Behaviour Expectations by displaying excellent behaviour.

 _____ Teacher _____ Date 



R I S E Superstar Award ★

Dear Parent/Guardian,

This award is to acknowledge that _____ has displayed outstanding examples of:

★ **Safety** ★

It is always a pleasure to commend students who embrace the Samson Primary School Behaviour Expectations by displaying excellent behaviour.

 _____ Teacher _____ Date 

R I S E Superstar Award ★

Dear Parent/Guardian,

This award is to acknowledge that _____ has displayed outstanding examples of:

★ **Self-Awareness** ★

It is always a pleasure to commend students who embrace the Samson Primary School Behaviour Expectations by displaying excellent behaviour.

 _____ Teacher _____ Date 



Our RISE positive behaviour program is an integral part of our school to ensure students have clear expectations and growth opportunities to learn self-regulation.

Elements of Engagement and Communication



Elements of engagement	It is expected that parents and visitors to our school will:	Parents and visitors to our school demonstrate this by:
Communication	<ul style="list-style-type: none"> • Be polite to others • Treat staff with respect, care, and courtesy • Act as positive role models • Recognise and respect personal differences • Use the school's communication process to address concerns 	<ul style="list-style-type: none"> • Using polite spoken and written language • Speaking and behaving respectfully at all times • Being compassionate when interacting with others • Informing staff if the behaviour of others is negatively impacting them or their family • Accepting staff will respond to appropriate communication when they are able during working hours • Requesting a meeting to discuss any concerns about their child's education
Collaboration	<ul style="list-style-type: none"> • Support the Samson Primary School Positive Behaviour Policy and Our RIGHTS 	<ul style="list-style-type: none"> • Reading and encouraging their child to understand and follow Our RIGHTS
School Culture	<ul style="list-style-type: none"> • Recognise every student is important • Contribute to a positive school culture • Work together with staff to resolve issues or concerns • Respect the privacy of others 	<ul style="list-style-type: none"> • Valuing each child's education • Acknowledging staff are responsible for supporting the whole school community • Speaking positively about the school and its staff • Not making negative comments or gossiping about other school community members, including students, in person, in writing or on social media • Understanding, at times, compromises may be necessary • Considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

Bullying and Protective Behaviours



As defined by the **National Centre Against Bullying**, bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. There are three types of bullying behaviour:

Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.

Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.

Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

These behaviours can occur in person or online, directly or indirectly, overtly or covertly.

If any of these behaviours occur only once or are part of a conflict between equals (no matter how inappropriate) they are not bullying.

The behaviours alone don't define bullying. Bullying can be by **direct or indirect** means:

Direct bullying occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.

Indirect bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.

Bullying can be easy to see, called **overt**, or hidden from those not directly involved, called **covert**.

Overt, direct, physical bullying is a common depiction of bullying (this is sometimes called 'traditional bullying').

Covert bullying can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding, or turning your back on a person, restricting where a person can sit and who they can talk with. Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

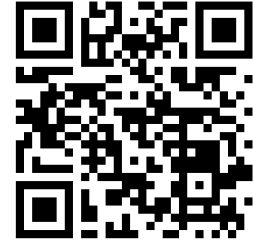
Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, blackmailing, stealing friends, breaking secrets, gossiping and criticising appearance and personalities. Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.



Bullying Signs You May Notice

If bullying is occurring a you may notice a student;

- becomes aggressive and unreasonable.
- starts getting into fights
- refuses to talk about what is wrong
- drops in academic performance.



'Bullying, No Way'

Less obvious signs could include if a student:

- is often alone or excluded from friendship groups at school
- is a frequent target for teasing, mimicking or ridicule at school
- changes their willingness to speak up in class
- withdraws from friends and activities they previously enjoyed
- appears insecure or frightened in the classroom.

At Samson Primary School we work to create a school culture where bullying is unable to thrive by:

- Explicitly teaching and promoting social and emotional skills. ·
- Implementing targeted approaches for those who are involved in bullying incidents through Support Plans. ·
- Enforcing a consistent and clear response to bullying behaviours through our Rights and Responsibilities.
- Modelling respectful, safe, self-awareness and inclusive behaviour at all times.

Parents can help by

- Taking an active interest in your child's social life and what is happening at school; Encouraging your child to bring friends home and to accept and tolerate differences in others.
- Making sure your child understands the school's expectations of their behaviour.
- Building your child's self-confidence by recognising their positive qualities and valuing them for who they are.
- Being alert for signs of distress in your child such as unwillingness to attend school or lower academic performance.
- Listening to your child and acknowledging their feelings and fears.
- Discussing and encouraging constructive ways to respond if your child's rights are being infringed.
- Setting a positive example by your own behaviour.
- Taking action (report the problem) if you suspect bullying is occurring, speak to the teacher or email the deputy principal.
- **Seek additional guidance visit the Australian government website 'Bullying No Way'.**
- <https://bullyingnoway.gov.au/>



Kindergarten



Days of Attendance

Kindergarten Kangaroos

All students attend Monday and Tuesday

Every second Wednesday
on odd term weeks 1, 3, 5, 7 and 9

Kindergarten Emus

All students attend Thursday and Friday

Every second Wednesday
on even term weeks 2, 4, 6, 8 and 10

Kindergarten Attendance Times

Gate opens 8.30am

Doors Open 8.30 am

Lesson starts 8.40am to 10.40pm

Recess: 10.40am to 11.40am

Lunch: 1 pm to 1.40pm

Dismissal/ Pickup: 2.40pm



School Term Dates – for future school term dates (in advance), please visit the following website:

<https://www.education.wa.edu.au/future-term-dates>



Classroom Procedures

What to Wear to Kindy

- As some activities are messy, so we like children to be dressed in comfortable and easy to change clothing. Majority of families send their child to school in the specific school kindy shirt and navy-blue shorts that can be purchased at the uniform shop. Uniform details below.
- Please send your child to kindy in sneakers and socks or sandals.
- All children will be required to have a hat to play outdoors in the sun.

Please avoid sending your child in onesies or a jumpsuit, clothes with lots of buttons, and belts also tend to be difficult for the child when going to the toilet.

What does my child need to bring to Kindy?

Please ensure all belongings have your child's **name clearly written.**

- A healthy lunch and morning tea
- A water bottle
- A school hat clearly labelled with your child's name on the inside.
- A change of clothes kept in a separate plastic bag, stored in their school bag.

Separation from Parents

Children will sense your nervousness or anxiety when dropping them off. The best advice we can give you is to talk about school in a positive way. When you say goodbye, make it the rule to kiss and hug – then leave

Never leave your child without saying goodbye or trick your child into staying. If your child is very upset, speak to the teacher about the best way to handle the situation.

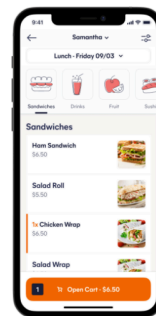
Some children benefit from the parent staying a bit longer in the classroom, and some children are better if the parent leaves.

Uniform Ordering

Opening hours 8.10am until 8.20am

Although it is not policy for kindergarten students to wear a school uniform, should you wish your child to wear the uniform, the uniform shop is only open Fridays of every odd week of the school term.

Uniforms can also be ordered through the Spriggy App or website. www.spriggyshcools.com.au which will be delivered to your child's classroom.



The all-in-one school payments app

School apps don't need to be clunky and slow. Spriggy payments fast and easy.

- ✓ Canteens
- ✓ Uniforms
- ✓ Events & Fundraisers



Canteen Ordering

A lunchtime and recess food service is offered three days a week (Wednesday to Friday). Orders can be placed before 8.30am using the Spriggy app, available to be downloaded on both Apple and Android devices. Students in kindy and preprimary have the lunches collected by class education assistants from the canteen, just prior to the start of lunch. The menu is on the school website.

No Hat- Play in the Shade Policy

In the interests of the children's health and safety, hats that cover ears and the back of neck, must be worn during all outside activities in the sun. This is enforced throughout the school year. If your child does not bring a hat, he/she will be directed to play under the shaded verandah area. It is also recommended that you apply sunscreen to your child before they attend each session. Please ensure a school hat is always in your child's bag.

We are

SUNSMART[®]



Hair & Jewellery

Hair should be neat and secured away from the face. Hair that is shoulder length, or longer, is to be tied back regardless of gender for health and safety reasons. Jewellery should be restricted to earrings, either sleepers or studs.

Spare Clothes

In the case of an accident occurring we ask parents to include a change of clothes in their child's bag. Your child will feel more comfortable changing into familiar clothes (t-shirt, shorts and underclothes), all labelled please.



Arrival and Collection

Arrival - children can feel unsettled if they arrive to kindergarten late. We ask that parents endeavour to bring their child on time to minimize this disruption. Please wait outside the gates/door with your child until a staff member welcomes you into the classroom.

Children must be left in the care of a staff member and under no circumstances be left to enter the kindergarten classroom alone. Parents are requested to wait at the gate at the rear of the center until it is opened by a staff member. If the weather is raining or hot, parents can wait on the seat under the verandah, located at the rear door of the kindy class. Children will not be released at pick up time until an authorized adult comes to the classroom. Please notify us in writing of any authorized adults who will be picking up your child throughout the school year. In the event of an emergency and someone unknown to the staff and not listed on your emergency contacts, please phone the school on **9487 9000** where you can talk directly to a staff member. Please use the collection authority form located near the main door in the centre for planned contacts picking up your child on the day other than a parent. Please talk to a staff member if you are unsure about the procedure.

Collection— prompt collection of your child at the end of each session 2.40pm would be appreciated, as no child likes to be the last to leave. Please meet at the back gate before and after school. If it is raining please wait under the verandah.

****Please Note:** older siblings under the age of 18 are not permitted to collect children from kindergarten or pre-primary under any circumstances.

Absence

Please SMS for student absences & late arrivals

Mobile Number for notification:

 **0418 948 875**

At Samson Primary School we use a mobile phone messaging system to communicate unexplained student absences to parents/guardians. This communication system uses Short Messaging Service (SMS) and will send text messages to parent/guardian mobile phones when your child is absent from school (in the instance that an explanation has not already been provided) at 9.30am and 11.00am.

Before and After School Care (OSH)

Samson Primary School |

OSHClub

<https://www.oshclub.com.au/find-us/samson-primary-school/>

1300 395 735



Toilet Training

It is assumed that your child is toilet trained. If there is any difficulty in regards to toilet training, please let the teacher know. While staff can deal with accidents of this nature, parents will be contacted when repeated mishaps (requiring children to be cleaned and changed) occur

Allergy Aware School

Please be aware that we have students at our school who have severe and potentially life threatening allergies to certain foods including nuts and eggs. Your consideration where possible is much appreciated.



<https://allergyaware.org.au/>

Communication

If you would like to speak to your child's teacher with a concern or to discuss your child's progress, please make an appointment with the teacher. Please also download the **Class Dojo** app for all of the latest classroom and Samson Primary updates.



ClassDojo

Uniform & Personal Belongings

The school uniform is a requirement for all Kindergarten and Pre-primary students. Please allow your child to wear Velcro or slip-on shoes until they can tie their own shoelaces. Clothes need to be easily managed for toileting and to encourage self-management skills. Please keep a spare set of clothes and underwear in your child's school bag in case of messy play or accidents.

A school bag which is large enough to have their lunch box and a spare change of clothes is recommended. The school bag also needs to be easy for your child to carry.

Remember to clearly label all clothing, shoes, hats and bags with your child's full name. We recommend you apply sunscreen before your child comes to school each day.

Birthdays

You are welcome to send a birthday treat to school with your child. Small cupcakes are preferable. The school will advise if there are foods allergies at risk to students in our Early Childhood classes which we request are not sent to school.



Illness & Accidents

Keeping your child at home when they are sick helps to minimise the spread of infection to other children and staff. Please notify your child's teacher if your child is unwell and going to be absent from school. If your child becomes unwell during school hours, you will be phoned by the school to come and collect your child.

Please keep your child home if they are experiencing any of the following:

- Live head lice
- Fever
- Cold/flu symptoms
- Weeping sores
- Conjunctivitis
- Diarrhoea or vomiting (do not attend school until 24-48 hours after it has ceased)
- Any infectious diseases e.g. influenza, measles, chickenpox, whooping cough, school sores etc.

If your child is involved in an accident, you will be notified by the school of the incident that occurred and any first aid provided.

Prescribed Medication

Prescribed medication will only be accepted if it has the original label dispensed by the pharmacy. School staff will only administer medication in accordance with instructions given or advice of a medical authority.

School Nurse

A school entry Health Assessment will be completed by the school Nurse during your child's Kindergarten year. A permission form will be sent home to be completed by parents/guardians closer to the date of the nurse's expected visit. The assessment is on hearing and vision, and parents will receive a copy of the results.

Medication Policy

The Education Department has specific guidelines controlling the administration of medication to students. If your child requires regular medication or in an emergency, please ensure that you talk to the Administration staff to receive the appropriate paperwork that will need to be completed. Please inform your child's classroom teacher also.

Short Term Medication

Short term medication is prescribed medication that a student is required to take during school hours in response to a short-term medical condition. (Administration of Medication – Form 3 - needs to be completed), in every instance. Forms can be obtained from the office. (e.g. a course of antibiotics).

Long Term Medication

Long term medication is prescribed medication that a student is required to take during school hours in response to a long-term or ongoing medical condition. A Health Care Management Plan needs to be completed along with written instructions from the medical practitioner. Forms are available for common conditions. For other conditions the generic health care form or a plan provided by a medical practitioner can be used. The following plans are available:

- Generic Health Care Management & Emergency Response Plan;
- Severe Allergy/Anaphylaxis Management & Emergency Response Plan;
- Mild to Moderate Allergies Management & Emergency Response Plan;
- Diabetes Action & Management Plans;
- Seizure Management & Emergency Response Plan;
- Asthma Management & Emergency Response Plan;
- Activity of Daily Living;

Family Involvement

Parent involvement is encouraged to maintain important home and school partnerships. Your interest and involvement greatly encourages your child. A family roster chart will be developed by class teachers to facilitate parent assistance and involvement that is suited to the needs of the children and the classroom.

Families will be informed of opportunities to be involved throughout the year.

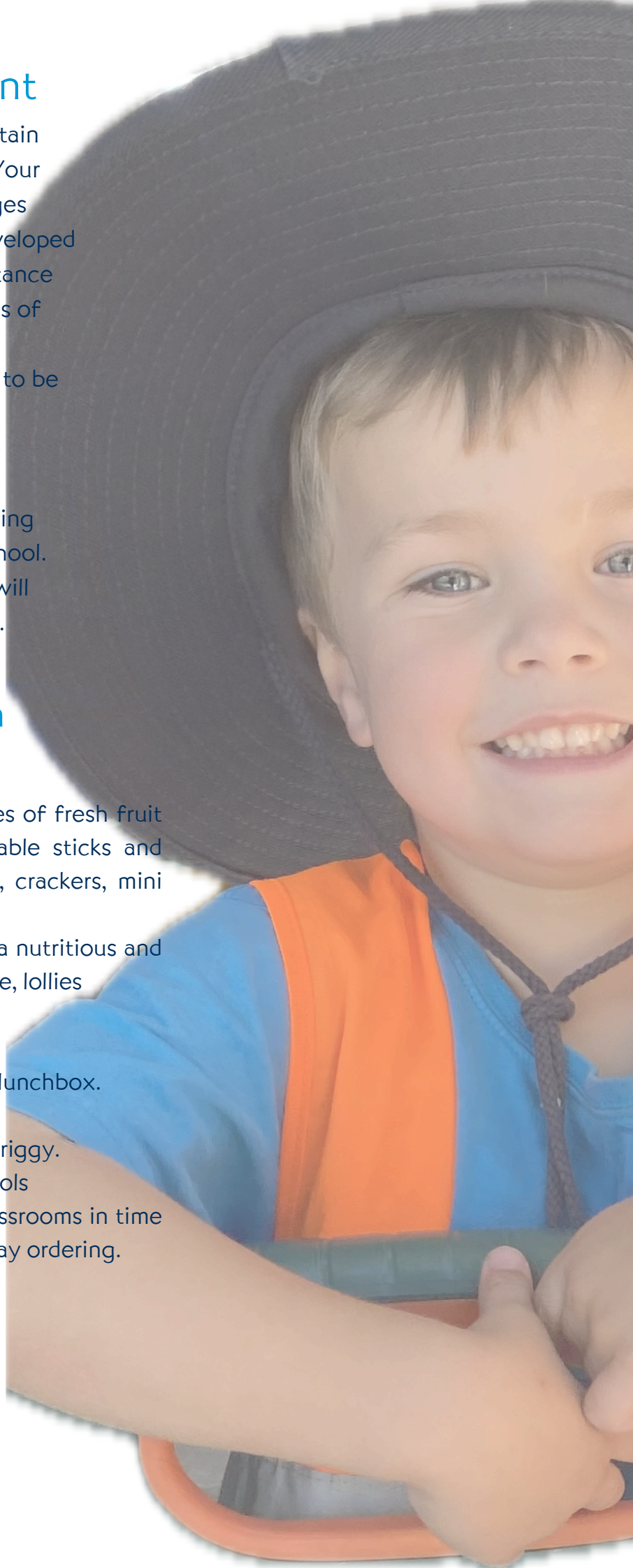
All persons, including parents and family members, must complete a Parent & Child Volunteer Declaration Form prior to engaging in any child-related volunteering at the school. These forms can be completed once, and will remain in effect for the entire school year.

Recess and Lunch

- **Morning tea:** we recommend 1-2 pieces of fresh fruit (cut up if necessary) or raw vegetable sticks and other healthy snacks such as cheese, crackers, mini quiche and yogurts.
- **Lunch:** please provide your child with a nutritious and healthy lunch – please avoid chips, cake, lollies and processed foods if possible.

Please ensure your child's name is on their lunchbox.

- **Lunch Orders:** Order online through Spriggy.
- Orders are placed via the Spriggy Schools
- App, with lunch orders delivered to classrooms in time for lunch no later than 9am for same-day ordering.





Kindergarten Learning Program

Remember

I will learn at my own rate, and this may be faster or slower than others!

The program for Kindergarten at Samson Primary School provides a balance between explicit instruction and play based learning.

The Western Australian Kindergarten Curriculum Guidelines and the Early Years Learning Framework (EYLF) inform the intentional programs developed by our teachers.

The five areas of learning and development in the Kindergarten Curriculum Guidelines are based on the five outcomes of the EYLF.

IDENTITY Children have a strong sense of identity.

CONNECTING & CONTRIBUTING Children are connected with and contribute to their world.

WELLBEING Children have a strong sense of wellbeing.

LEARNING & THINKING Children are confident and involved learners.

COMMUNICATING Children are effective communicators.

The Samson kindergarten is an integral part of Samson Primary School. It provides a secure, happy, educational environment for kindergarten children. We look forward to establishing partnerships with parents/guardians so that together we take on the responsibility of teaching and guiding your young children.

Please keep us informed of any developments or changes that may have some bearing on your child's progress.

What Will Your Child Learn ?

- learn to work with teachers and other adults,
- learn to work alone,
- learn to share and co-operate,
- learn simple routines and rules,
- learn to complete an activity,
- learn to be independent BUT not afraid to ask for help
- learn to select and choose
- continue to develop independence – e.g. furniture and fittings are scaled to child's size thus he/she can do things without adult help.
- to express him/herself in speech, music, drama, and art activities.
- to communicate and have a good relationship with others.
- to respect ideas, property and feelings of other children and adults in the centre.
- to build on their curiosity so they are eager to experience and learn new things.
- to observe, question and organise their thinking about the world.
- to achieve basic skills and knowledge essential to future learning in literacy and numeracy.



Purposeful play is a powerful medium for learning. Children need opportunities to choose from a wide variety of activities, materials and equipment that will stimulate, challenge and involve them in interesting tasks. Experiences that we plan for the children will be open ended so that they can explore, create, change, build, construct, destruct, discover and investigate for themselves.

The main aim of our program is to make your child's first contact with school a happy and satisfying experience, which will help to establish positive attitudes to learning. We aim to encourage the development of your child's confidence, concentration, social skills and oral language skills to foster their imagination and creativity and help build their self-esteem. By providing a rich variety of experiences, we feel the Kindergarten year will help to form a broad base on which to build your child's formal learning.

Mathmatics in Kindergarten

- I will..
- be able to identify and know the names of numbers
- be able to say numbers in the right order.
- match each number with the correct amount of things
- know the names of shapes and colours and be able to match them.
- put things that are alike into groups.
- learn that things can be put into order, e.g. from smallest to biggest.
- learn about size – more, less, big, small.
- learn about weight, heavy, light.
- learn about space – in, on, behind, under, through.
- learn that some things are constant.

Name Writing

When teaching your child to write their name we encourage lower case print. Please also teach him/her the correct pencil grip. It is difficult if your child has to re-learn to print his/her name if taught in capital letters. Samson Primary school uses the NSW font.

Reading in Kindergarten

- what a book is,
- that it contains words and pictures.
- that words can be read.
- that a book has a beginning a middle and an end, a back and a front.
- I may begin to understand that reading (and writing) is done from left to right, top to bottom, and that each printed word represents one spoken word.
- I need to learn to love and care for books in order to want to read.
- I may not learn all of these things before I am five, but I will learn some.
- I need to know what a letter is and a letter makes a sound.

Writing in Kindergarten

- what happens when I put pencils or paint to paper?
- be able to hold a pencil comfortably,
- have time to scribble and draw shapes before I am able to draw things or write letters, this may take a long time.
- enjoy drawing or painting in order to learn to write.
- learn about letters and words – how they are formed and what order they go in,
- I need lots of praise and encouragement, even if you cannot make out what I have created.
- I'll need lots of practice, plenty of paper, paints and pens.

Progress

Please keep in contact with the teacher about your child's progress and health. Small concerns can be settled at arrival time or for a longer meeting, please make an appointment time agreeable to yourself and the teacher. Alternative Wednesdays is D.O.T.T. (duties other than teaching) day for the kindergarten teachers, interviews are better suited for this day.

Reports

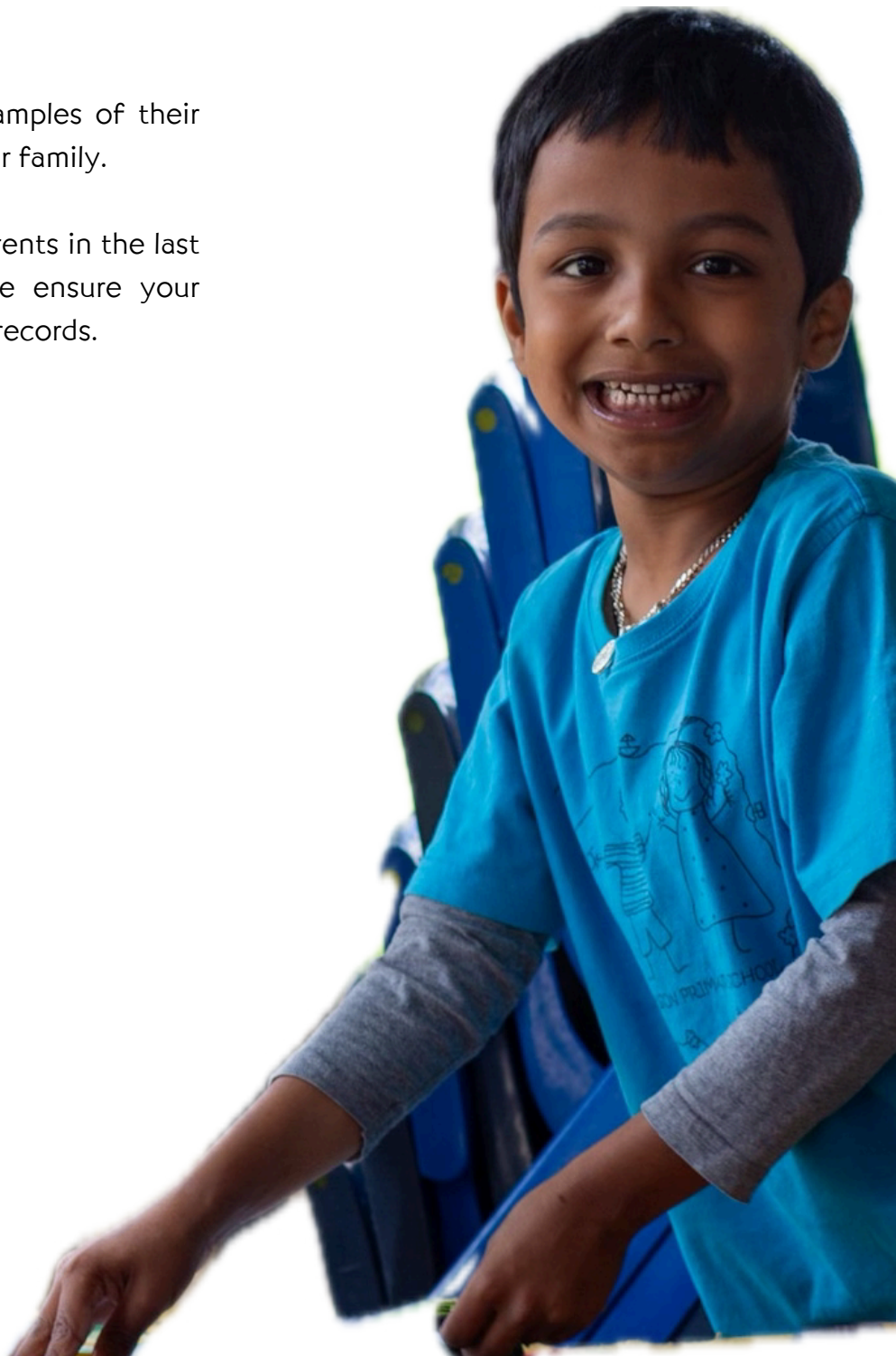
Students in kindergarten receive two formal reports a year. The end of semester 1 and semester 2.

In addition, students are given samples of their work to bring home and show their family.

Student reports are emailed to parents in the last week of the semester so please ensure your email address is up to date on our records.

What I Need to Know about the World Around Me

- finding out what things are called
- how they work
- where they come from
- what they are made of and who makes them
- how they feel, taste, smell, look and sound
- finding out if they will hurt me
- watching things grow and develop.



Student Management Process

Positive Classroom Environment

The teacher will foster a positive class environment which will encourage children's learning in the following ways:

- building positive relationships with children and amongst children
- establishing mutual respect in teacher-child and child-child relationships
- listening effectively
- being an effective teacher
- responding in ways that enhance positive feelings of self-worth in the child
- establishing classroom responsibilities with children.

Expectations

In the interests of creating and maintaining a harmonious environment, the following expectations apply to all children:

- play safely
- keep their hands off other people and their property
- be a co-operative, responsible group member.



Pre-Primary



Pre-primary

The Samson Pre-Primary is an integral part of Samson Primary School. It provides a secure, happy, educational learning environment for pre-primary children. Please keep us informed about any changes that may have some bearing on your child's education. By working together, parents and teachers can ensure that children get off to a good start at Samson Primary School.

The full-time compulsory pre-primary program provides opportunities for the children to develop skills, habits, concepts, behaviours, attitudes and values that will form the foundation for their education in future years.

Research shows that quality pre-primary programs have significant benefits for children as they prepare for their school years.



The Development of Independence & Risk Taking

These are some ways independence can be developed in younger children.

- Give children TIME to do things for themselves (don't do things for them because it's easier or quicker).
- In the mornings, when accompanying the children to pre-primary, encourage them to carry own bag/belongings and carry out the routine of putting the drink bottle, news or library bags into the classroom.
- Help them to remember what is expected of them, prompting them to think not telling them the answers.
- Find TIME to TALK with and LISTEN to your child.
- Be PATIENT, give your child time to think.
- Let your child write or draw about their experiences.
- Give your child RESPONSIBILITY by giving them a regular task to complete.
- Know (and be able to say) their first name, surname, telephone number and home address.
- Know where their lunch box, snack box, drink is and how to open these.
- Know if their lunch has been ordered from the canteen.
- Encourage them to put on their own socks, shoes and sandals.
- Perform own toileting needs, blow nose, wash hands.
- To inform teachers when they are unwell or in need of help.
- ENCOURAGE your child to have a go at new things and comment favourably on their attempts.
- HELP your child understand that it is normal to make mistakes when they try something new.
- Provide opportunities to follow directions (e.g. go and find your school bag, library bag).

Classroom Procedure

School Times

Arrival – (**Doors open at 8.30am**)

Children can feel unsettled if they arrive at pre-primary late. We ask that parents/caregivers endeavour to bring their child on time to minimise this disruption. On arrival, parents/caregivers and children are asked to wait at the gate until admitted by a staff member. Children are to be escorted into the classroom by their parents/guardians.

Dismissal (**2.50pm**) - Parents are to pick their children up from the classroom door at the end of the session. Prompt collection of your child at the end of each day would be appreciated.

Signing students In and Out of School

We have program we have in Administration for all children who arrive late or are collected throughout the day from school. Children who are collected for an appointment and then returned to the school must also be entered in Passtab to reflect their absence in and out of the school.

Contributions and Voluntary Donations

School voluntary contributions for 2025 are \$60.00 per child and the P & C voluntary contributions are \$50.00 per family.

These can be paid directly to the Office (either by EFTPOS, cash, cheque or direct debit into the school's bank account):

ACCOUNT NAME: Samson Primary School

BSB: 036-084

ACCOUNT NO: 810 709

REFERENCE: Please use your child's SURNAME & FIRST NAME

Collection Authority

We remind parents that only an authorised adult can collect a pre-primary child. If the adult is not the child's parent, we need written authority, and changes written on the 'collection notice' that is found near the door in both classrooms.

Please see the staff if you are unsure about these procedures.

NO CHILD WILL BE ALLOWED TO LEAVE THE PRE-PRIMARY UNLESS ACCOMPANIED BY AN AUTHORISED PERSON.

Playgrounds

A reminder to parents, guardians and caregivers, children of any age are not to use the outdoor play areas and climbing equipment before school is open or after the children have been collected. Staff supervision cannot be provided at this time. Please utilise the oval area to stay and play.

Custody & Legal Directives

If only one parent has custody of children he/she must inform the principal of access provisions for the other parents. Similarly, the school administration must be advised in writing of any binding legal directives, which need to be applied. Copies of the legal paperwork will need to be supplied. (Please keep this information updated as and when it changes).

Bikes and Scooters

You are asked not to allow children to bring their bikes or tricycles to school, as storage is difficult. Security of bikes cannot be guaranteed. They can be a source of danger and a distraction to other children who want to use them during outdoor play. Bikes brought to school must be secured at the school bike rack. These bike racks are located outside Rooms 9 & 10 on the grass and it is the responsibility of the parents to secure the bike.

Illness

Children who are ill must not attend Pre-primary. A child who is not well can become very distressed when in a group situation. It will also help curb the spread of infection to other children and staff.

Please keep your child at home if he/she is showing symptoms of the following:

- head lice - until treated
- nose/ear/eye discharge
- weeping sores
- diarrhea
- fever
- vomiting, or has vomited within the last 24 hours
- any signs of infectious diseases for example, chicken pox, influenza, mumps, rubella, trachoma, measles, ringworm, school sores, or whooping cough.



Dental Clinic



Samson Primary School students are attached to the Coolbellup Community School (Dental Unit) located at the Coolbellup Community School site in Coolbellup. Students will receive an enrolment package from the dental unit in their pre-primary year. Parents/guardians are required to complete the paperwork if they wish their child to access the dental unit.

The school dental number is
9337 7256.

for more information

<https://www.dental.wa.gov.au/Dental-Services/School-Dental-Service/>

Pupil Management

Positive Classroom Environment

The teacher will foster a positive class environment which will encourage children's learning in the following ways:

1. Building positive relationships with children and amongst children.
2. Establishing mutual respect in teacher-child and child-child relationships.
3. Listening effectively.
4. Being an effective teacher.
5. Responding in ways that enhance positive feelings of self-worth in the child.
6. Establishing classroom responsibilities with children.
7. **RISE** virtue Certificates.

Managing Student Behaviour

In the event that a child's behaviour is disruptive and needs correcting, the following steps will be taken by the teacher:

1. Verbally warn the child 3 times discussing the unacceptable behaviour.
2. Separate the child from others within the classroom for thinking time.
3. Contact the school administration and parent if necessary.



Special Learning Program (SLP)



Samson Special Learning Program (SLP)

Our school is proud to offer a Specialist Learning Program for autistic students from Kindergarten to Year 6. This program is designed to provide tailored support and strategies to increase successful learning opportunities for students alongside their peers. Our dedicated staff work closely with families to create individualised learning plans that meet each student's unique needs, promoting both academic success and social development.

The SLP program target age-appropriate academic engagement and achievement while supporting social-emotional learning and student wellbeing. Samson SLP provides evidence based educational program and the use of student centred and neurodiversity-affirming models of practice. Please keep us informed about any changes that may have some bearing on your child's education. By working together, parents and teachers can ensure that children get off to a good start in the SLP.

The SLP has three classes:

- Early Intervention (Kindy, Pre-Primary)
- Junior (Years One to Three)
- Senior (Years Four to Six)

SLP Structure:

A Program Coordinator oversees the SLP and liaises between families and their case management team and school staff to design individualised plans and programs that meet the unique needs of students.

Students within the SLP have access to a Homeroom staffed by educators, including a teacher and education assistants. Students also have opportunities to work alongside their peers in general classrooms with the support of familiar adults from their Homeroom. The SLP team collaborates with general classroom teachers to ensure consistency of strategies and accommodations across all learning environment.

SLP Learning Programs:

Students enrolled in the SLP access the WA curriculum like any student enrolled in the school. Programs within the SLP mirror those within the general education classroom to increase likelihood of successful transition. In the Homerooms, students may participate in targeted programs to develop social-emotional skills, communication, self-advocacy and other areas identified as support priorities. The decisions around areas targeted within the SLP are decided in consultation with families/carers and professionals and focus on each student's unique profile.

Communication

Parents/caregivers are involved in their child's SLP journey at all stages and are considered valued partners in the program. SLP staff understand the importance of relationships between schools and families and recognise that holistic collaboration with a child's family and professional therapy team is the best way to achieve positive outcomes for a child.

Parents of students within the SLP can report any celebrations or concerns regarding academic or social progress to the Homeroom teacher. If conversations involve conflict such as dissatisfaction with any aspect of the SLP, the Program Coordinator must be contacted. Either a staff member or a parent may request the involvement of the Program Coordinator at any time.

On-site Therapy

Samson Primary School welcomes the support of therapists on school site. If a parent wishes to request on site therapy for their child, the departmental service schedule form needs to be completed, and the therapy approved by the school, prior to the commencement of services. Information regarding the school's on site therapy policy, including the Department's service schedule form, can be obtained by contacting the Program Coordinator.

TOGETHER WE R.I.S.E

Individual Education Plan (IEP)

Parents of students within the SLP will meet formally with the school each term to review and discuss each student's Individual Education Plan (IEP). In Term 2 and 4, the Program Coordinator will invite members of the students' case management team to engage in discussion regarding the student's progress and programs. In Term 1 and 3, teachers will organise a meeting with parents to review student progress and planning.

Informal meetings can be made by appointment at any time throughout the school year by contacting the Homeroom teacher and/or the Program Coordinator.

Progress and Reporting to Parents

Please keep in contact with the teacher about your child's progress and health. Please give notice of prolonged absence. Small concerns can be settled at arrival time. However, for a longer interview, please make an appointment agreeable to yourself and the teacher.

Mainstream Transition Program

Every student accessing an SLP has a position within the mainstream class of the school which they integrate into when they are ready. The amount of time that your child spends in the SLP room, and the mainstream room will vary considerably. Some students may need to spend all their school day in the SLP and then integrate into mainstream slowly through strength areas such as math or art. Other students may only come into the SLP room for specific lessons such as literacy or protective behaviours. Always individual need, driven by the outcome of successful mainstream inclusion, will determine the structure of your child's experience within the SLP.

Signing in and out of School

Please sign your child in and out at the office if your child is arriving late or leaving school early.

SMS Communication for Absence and Arriving Late

Samson Primary School uses a mobile phone messaging system to communicate unexplained student absences to parents/guardians. This communication system uses Short Messaging Service (SMS) and will send text messages to parent/guardian mobile phones when your child is absent from school (in the instance that an explanation has not already been provided). If this happens, please reply to the text message giving a reason for your child's absence. You can send a message to the system, using the mobile number:

0418 948 875, before 9.30am, to let the staff know that your child will not attend school. Please always give a reason for your child's absence. Parents need to be aware that this system is an additional absence follow up service only. There will be times when parents may not receive a text message due to technical issues. In cases where you are concerned about your child's attendance, please contact the school directly on 9487 9000. Please keep the office updated of any mobile phone number changes.



Contributions and Charges

School voluntary contributions for 2024 are \$60.00 per child and the P & C voluntary contributions are \$50.00 per family. These can be paid directly to the Office (either by EFTPOS, cash, cheque, or direct debit into the school's bank account):

ACCOUNT NAME: Samson Primary School

BSB: 036-084

ACCOUNT NO: 810 709

REFERENCE: Please use your child's SURNAME & FIRST NAME as the reference.

Contact Information

Current address, telephone numbers and emergency contact are essential. Children are left in what can be a distressing situation if we cannot locate parents or emergency contacts. We ask parents to ensure that correct details are supplied to Administration.

If your child is on medication or has allergies, please notify the teacher. Also, if your child has Asthma or Allergic reactions, please ensure that a documented Action Plan is completed by your child's doctor, and that you update this information every year.

A copy of these forms may be collected from Administration.

CUSTODY & LEGAL DIRECTIVES If only one parent has custody of children, he/she must inform the Principal of access provisions for the other parents. Similarly, the School Administration must be advised in writing of any binding legal directives, which need to be applied. Copies of the legal paperwork will need to be supplied. (Please keep this information updated as and when it changes).

PARKING

All cars should be parked in Lawrence Way or on the angle parking on the school side of Philmore Crescent. Cars that park opposite the angle parking on Philmore are illegally parked and have occasionally been reversed into by unsuspecting parents. Often parking inspectors will visit the school to check that parents are adhering to the signs.

The **staff carpark** should never be used by parents for dropping off or collecting students, even in winter when it is raining. Only the day care centres are allowed to access this carpark. We advise parents not to leave children unattended in cars, or handbags/mobile phones etc.

Speed Limit

Please follow the 40km speed limit during school times around the school streets. NO DOGS Parents and visitors are requested to not bring dogs onto school grounds.



UNIFORMS

Samson Primary School uniform colours are aqua and navy blue. Students will need to wear a Samson PS shirt (t-shirt or polo), navy blue shorts, pants or skirt and appropriate footwear. There is also the option of a blue and white checked dress. Hair needs to be tied back.

Uniforms can be purchased via the Spriggy Schools at <https://spriggyschools.com.au> We have included a price list in this pack. The uniform shop is open on alternate Fridays, when there is a school assembly, from 8.15 to 8.45am each term. The uniform shop is managed by volunteers from the P&C. Any uniform enquiries can be sent to samsonpsuniforms@gmail.com

Please see page 28 for more information.

CRUNCH & SIP

Crunch&Sip is a primary school nutrition program, developed to increase the number of vegetables, fruits and water being consumed by Western Australian children. We ask parents to pack a separate serving of fruit and/or vegetables as this does not replace recess or lunch. Please speak with your child's teacher if your child is fussy so we can arrange an alternative. Please bring a clearly labelled water bottle each day.

CANTEEN – THE LITTLE LUNCHBOX by TANIA

The school canteen is operated by Tania Stuthridge, operating as The Little Lunchbox by Tania. The Canteen is open for recess and lunch on Wednesdays, Thursdays, and Fridays. During these times the canteen will be open for counter service as well as recess and lunch orders. Ordering is available on the Spriggy Schools app and website for Spriggy Schools. All up to date and current Canteen news can be found on the Facebook page [The Little Lunchbox on Facebook](#).

Please ensure you follow this page so Tania can keep you updated with all things canteen related.



BIRTHDAYS

We encourage children to celebrate their special day. You are welcome to send along cupcakes for the class to share. Please do not send along a whole cake as it often becomes very difficult to ensure everyone enjoys a sizable portion. This enhances social interactions and gives them a special day. Please do not send any cakes or other treats with any types of nuts in them. Please notify your child's teacher should you not wish birthdays to be acknowledged or celebrated. If your child does have a severe/life threatening allergy, we can store a replacement treat (suitable for your child, supplied by yourself), which we will give in place of the birthday cakes. This will allow your child to still be involved in the social interaction of the birthday celebration. (Please discuss this with the classroom teacher further).

SCHOOL DENTAL CLINIC

Samson Primary School students are attached to the Coolbellup Community School (Dental Unit) located at the Coolbellup Community School site. Students will receive an enrolment package from the dental unit in their pre-primary year. Parents/guardians are required to complete the paperwork if they wish their child to access the Dental unit.

The school dental number is 9337 7256.



MEDICATION POLICY

The Education Department has specific guidelines controlling the administration of medication to students. If your child requires regular medication or in an emergency, please ensure that you talk to the Administration Staff to receive the appropriate paperwork that will need to be completed. Please inform your child's classroom teacher also.

Short Term Medication

Short term medication is prescribed medication that a student is required to take during school hours in response to a short-term medical condition, e.g., a course of antibiotics. The Administration of Medication – Form 3 - needs to be completed, in every instance. Forms can be obtained from the office. Prescribed medication will only be accepted if it has the original label dispensed by the pharmacy.

Long Term Medication

Long term medication is prescribed medication that a student is required to take during school hours in response to a long-term or ongoing medical condition. A Health Care Management Plan needs to be completed along with written instructions from the medical practitioner. Forms are available for common conditions. For other conditions the generic health care form or a plan provided by a medical practitioner can be used.

The following plans are available:

- Generic Health Care Management & Emergency Response Plan;
- Severe Allergy/Anaphylaxis Management & Emergency Response Plan
- Mild to Moderate Allergies Management & Emergency Response Plan
- Diabetes Action & Management Plans
- Seizure Management & Emergency Response Plan
- Asthma Management & Emergency Response Plan; Activity of Daily Living;

Illness

Children who are ill must not come to school. A child who is not well can become very distressed when in a group situation. Keeping an ill child home will also help curb the spread of infection to other children and staff. Please keep your child at home if he/she is showing symptoms of the following:

- head lice (until treated),
- nose/ear/eye discharge,
- weeping sores,
- diarrhea,
- fever,
- vomiting, or has vomited within the last 24 hours,
- any signs of infectious diseases, i.e. chicken pox, influenza, mumps, Rubella, measles, ringworm, school sores, or whooping cough.

Together we R.I.S.E



Exclusion periods for infectious diseases need to be followed. We would like to stress the importance of keeping your child at home at the first sign of any infection because: a) Children cannot cope in large group situations when they are not well. b) Infection spreads quickly in the classroom environment. Please notify your child's teacher of any serious infectious disease your child may contract. Attending whilst suffering from the early symptoms of a disease or when convalescing, but still retaining infection, causes problems for others.

Vaccination Record

If your child was born in Australia, their vaccinations will be registered on the Australian Immunisation Register (AIR). You must provide the school with a copy of your child's AIR history statement. You can ask for a statement at any time by: · Telephoning the AIR on 1800 653 809; · visiting your local Medicare Centre (Department of Human Services Centre) or · using your Medicare online account through myGov (<https://my.gov.au>).





SAMSON PRIMARY SCHOOL

22 Lawrence way
Samson WA 6163