WATTLE GROVE PRIMARY SCHOOL

KINDERGARTEN INFORMATION HANDBOOK 2026

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Wattle Grove
Primary School
73 St John Road
Wattle Grove WA 6107

Department of
Education and Training

EARLY CHILDHOOD PHILOSOPHY

Children are all unique. At Wattle Grove Primary School, we embrace their individual learning development through both carefully constructed learning programs and unplanned experiences to meet the individual learning needs of each child. Within our early childhood years, children embrace the 'Wattle Grove Way' and our philosophy whereby they are all learners - artists, musicians, scientists, mathematicians, poets, authors, actors, gardeners. Children at Wattle Grove have a love of learning – they are engaged, motivated and challenged to explore the wonders of literacy, numeracy, science, technology, the arts and the world around them. A strong sense of well-being exists through the positive partnerships developed with the children and their families. Children's early learning influences their life and attitude to learning. Our goal is to create the building blocks for each child to become a motivated and successful learner for life.

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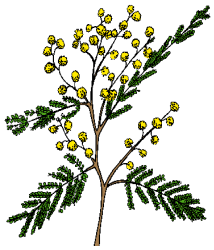
PRINCIPAL'S COMMENTS



Welcome to our school

Our school has a long history of over 100 years, during which time we have established a unique school culture built upon strong family values, high standards and a real sense of community. This is something that as a school community we are all very proud of and work hard to maintain.

As an Independent Public School, we have considerable autonomy. Whilst the school remains part of the public school system, Independent Public Schools have more local authority. The School Board, consisting of elected parent and staff representatives, appointed community members and the Principal, oversee the setting of the long term future planning of the school.

Although our school site and buildings have changed many times throughout the school's history, our school ethos and culture still remains the same. As a school, we are committed to developing the individual interests and aptitudes of your children and encouraging the achievement of personal best and improvement. We aim to provide your children with a happy, caring, cooperative and safe environment that promotes equality, respect, creativity and self-esteem through relevant learning experiences. A strong emphasis is placed on family values and encouraging children to develop to their full potential, preparing them for lifelong learning.

Our school has always enabled children, staff and parents to enjoy a close supportive relationship - one that enables us to know each child as a unique person. The staff and children work together cooperatively to create a positive school environment in which every child feels safe and is able to learn in a friendly and caring atmosphere.

At Wattle Grove Primary School, we are committed to assisting children to become responsible thinkers who are equipped for learning in the 21st Century. Children are provided with an extensive learning program, encompassing the eight learning areas of the WA Curriculum. We are committed to ensuring that children develop the necessary competence and success in literacy and numeracy. They are encouraged to effectively use their skills in real life situations, to play and to access information for future learning.

The reporting of your child's learning progress will be done frequently throughout the year through a range of communications and reporting processes - both formal and informal. We want to ensure that all parents are fully informed of their children's learning achievements and learning needs continuously.

We look forward to a long and happy fun, association, and to working with you to ensure that your child's total educational experience is enjoyable and rewarding. Parents play an important part in a child's education and, in partnership with you, our challenge is to support your child to achieve to their full potential.

The following information will provide details of school processes and procedures. We hope that your child's education at Wattle Grove Primary School will be the beginning of many happy years of learning, challenges, experiences that will encourage them to seek information beyond the boundaries of the school fence and friendships become a successful learner for life.

Julie Roberts

Principal
February 2026

BACKGROUND – HISTORY 1915 - 2026

Wattle Grove Primary School has a long history, dating back to July 19th 1915, when it opened in a hall on the corner of Welshpool Road and William Street, with its first teacher Miss Amy Fitzgerald. There were 19 children ranging from infants to sixth standard. The hall was unsealed, unlined and was extremely cold and draughty, with the rain and piercing wind blowing in through the weatherboards. It was prone to flooding in winter, but in summer, the temperature soared, with the heat striking through the hot iron roof. Lessons were conducted on slates and water came from a tank when it was available.

In 1940, the school was relocated to 639 Welshpool Road, with one brick and tile classroom and a verandah, at a cost of 850 pounds. It opened with 37 children. Then in 1952 a second classroom was established.

By 1960 the school population peaked at 180 students and so further extensions were made, with the addition of another two classrooms and a staffroom. Students of this era read “Happy Venture Readers” with Dick and Dora, Nip and Fluff. They drank bottles of milk supplied to them daily and spent countless hours unpicking incorrect sewing stitches. By 1975, the school population had returned to approximately 115.

The 1980s and 90s saw further changes to the school buildings, with the purchase, in 1985, of a transportable classroom, through the fundraising efforts of the P&C. This classroom was used as a library until 1992, when it was destroyed by fire. A new permanent library building and canteen were then established in 1993. Continuous fundraising by the P&C, enabled all classrooms to be air conditioned.

The new 21st century saw the subdivision of the semi-rural land within Wattle Grove and, subsequently, new housing estates were established. This led to many more students and new buildings for the school. A large new undercover area and new toilets were established in 2001, followed progressively by the location of eight extra transportable classrooms, a new and very modern administration extension, a new staffroom and the introduction of kindergarten classes. In 2006, the school successfully gained an “Investing in Schools” Grant from the Federal Government, for the building of an Arts Studio for specialist art and music lessons. During this time, enrolments increased from 104 to 298.

In 2008, the Minister for Education announced the building of a new school for Wattle Grove and the relocation of the old school to a new site on St John Road. The new school was completed in November 2010 and the relocation of resources and equipment from the old school took place at the end of the 2010 school year.

A new chapter in Wattle Grove Primary School’s history began at the beginning of 2011, with 359 students commencing school at the new school site. Features of the new school included thirteen permanent classrooms, three early childhood education classrooms, a library/resource centre, a covered assembly area and canteen, music and art/craft facilities, dental therapy unit, administration, staff facilities and the latest in computer technology. As part of the Federal Government’s, ”Building the Education Revolution”, the new school also has an additional computer/science laboratory.

In 2012, Wattle Grove Primary School became an Independent Public School, with a School Board to oversee the long term planning of the school. In 2014, the school was awarded the WA Education Award for Primary School of the Year. This was an enormous acknowledgement of the school and the outstanding work of the children, staff and community. In 2017, the school was once again acknowledged. This time the Director General of Education presented the school with the Exemplary Study Report for its continued high performance and achievement.

Wattle Grove Primary School has an extensive history that has been built up over the decades by the students, staff and families of this community. We look forward to continuing that history into future decades, as an Independent Public School, and building upon that sense of “Wattle Grove Community” that has existed for over 100 years.

HELLO AND WELCOME TO OUR KINDERGARTEN

Welcome to the Wattle Grove Kindergarten. We look forward to a fruitful and enjoyable association with you and your family.

Kindergarten is the beginning of a new stage in a child's life. It is a time of separation from family, socialising with other children and adults, as well as a vital learning time. Going to Kindergarten is exciting. It is a great place to be with so many new friends, and new things to do. We work very hard to ensure your child has a happy and productive early childhood experience at Wattle Grove Primary School.

Everything provided is appropriate for the age group, size and ability. They play with friends or by themselves. They develop and master skills, learn to be individuals and yet to be one of a group. They have fun!

THE ROLE OF KINDERGARTEN

The aim in Kindergarten is to provide an environment which enables children to have experience in discovery learning, problem solving and creative thinking, in order to foster the desire to learn and the satisfaction that comes with achievement. The child needs to handle objects and materials regularly to gain basic understandings through learning concepts such as big, bigger, hard, soft, long, short etc. A carefully structured programme provides the children with the opportunity to commence learning the foundation skills of literacy and numeracy.

The emotional and social learning of early childhood is important to later relationships and achievement.

The Kindergarten program is aligned with the Early Years Learning Framework, incorporating Belonging, Being and Becoming which provides students with:

- **IDENTITY** - Children have a strong sense of identity.
- **CONNECTING and CONTRIBUTING** - Children are connected with and contribute to their world.
- **WELLBEING** - Children have a strong sense of wellbeing.
- **LEARNING and THINKING** - Children are confident and involved learners.
- **COMMUNICATING** - Children are effective communicators.

Kindergarten at Wattle Grove also:

- Provides a stimulating environment.
- Encourages concrete learning and logical thinking,
- Regards each child as an individual.
- Provides opportunities for socialisation with other children.
- Develops the foundations to literacy and numeracy learning.

We welcome parent involvement. Please come and let your child show you his or her special place. Don't forget to share your talents with us in order to enrich the program.

ADMISSIONS 2026 and 2027

The table below shows the new school starting age in Western Australia and when children can enter the education system.

Child Born	Begin Kindergarten at the start of the school year in	Begin Pre Primary at the start of the school year in	Begin Year 1 at the start of the school year in	Begin Year 2 at the start of the school year in
July 2021 To June 2022	2026 (5 day fortnight)	2027 (5 days)	2028	2029
July 2022 To June 2023	2027 (5 day fortnight)	2028 (5 days)	2029	2030

ASSEMBLIES

Kindergarten children attend and participate in assemblies, which are rostered throughout the year in the school undercover area. The times, dates and organising class roster are printed in the School Newsletter.

All classes, including Kindergarten children, take turns to host the assemblies and present class items. Parents, relatives and friends are very welcome to attend. We ask that younger children, accompanying parents, be supervised so that their behaviour does not detract from the performing class's efforts.

ATTENDANCE

Attendance at school is compulsory by law for all children from the beginning of the Pre Primary year. Acceptance of Kindergarten enrolment is taken as a commitment by parents to ensure that their child participates fully in the program and attends each day. Parents are expected to send a note or provide verbal advice to explain all absences. They should ring the school or send an **Connect Message**, if their child will be absent for any period of time. Please provide the Student Name and the Reason for absence. Teachers monitor student absences and lateness. When frequent absences occur, parents will be contacted.

Leaving school early or during the day **is not** encouraged, as it affects the continuity of a child's learning. If, due to an emergency, it is necessary for your child to leave school throughout the day, parents must sign the register at Administration, where you will then receive a green "Leave Pass" which should be handed to the class teacher when you collect your student.

Family holidays during school terms are **not** encouraged. School holiday periods provide a considerable amount of time for families to enjoy holidays. Absence during school terms disrupts children's learning and their social development with friends. All family holidays **must be applied for approval in writing to the Principal prior to the holiday**. A written note needs to be provided stating dates and reasons for holidays, for the Principal to consider.

BELONGINGS

Please discourage your child from bringing toys to Kindergarten. The school cannot assume responsibility for loss or damage to any personal property.

On “news” days, children may bring a favourite object for ‘Show & Tell’. We would prefer that toys which promote violence or aggression were not brought to school for show and tell.

BICYCLES/SCOOTERS

It is requested that parents do all they can to ensure that children are conversant with the rules of the road (as applied to cyclists), before they permit their children to ride their bicycles/scooters to school. Kindergarten children should always be accompanied by an adult.

Children should always wear a helmet when riding their bikes and scooters to and from school. Children must wheel their bikes/scooters within the school grounds and on ramps and should place their bike/scooter in the bike racks provided next to the basketball courts and behind the undercover area. Bikes should be locked with a chain. Bicycles/scooters are racked at their owner’s risk. The school cannot take any responsibility for bikes and scooters.

BUDDY SYSTEM

Each child is given a ‘buddy’ from another class to make friends with during the year. Buddies are encouraged to talk to each other, help each other, show their school work to and generally take an interest in each other. Teachers organise “buddy” learning activities throughout the year.

CHILD CUSTODY AND ACCESS

Custodial parents are expected to provide the Principal with information about custody and access arrangements. ***This information is vital for the children concerned.*** Custodial parents need to be aware that non-custodial parents have the right to access information regarding children’s progress, unless that is forbidden by specific court ruling, which has been sighted and recorded at the school.

CONTRIBUTION

The Approved Voluntary contribution for Wattle Grove Primary School for 2026 is:

1 child	**$60.00**
2 children	**$100.00**
3 + children	**$135.00**

DENTAL SERVICE

This school has a Dental Therapy Clinic on site, which is accessed on the south side of the school through the entrance on Thorogood Street. The telephone number for the Clinic is 9453 6969.

DROPPING OFF AND PICKING UP CHILDREN

Parents of Kindergarten children must always accompany their children to the door and remain until the session commences. Children ***MUST*** be collected from the class door.

Teachers must always be aware of WHO will be collecting each child. **ANY CHANGES TO NORMAL ROUTINES MUST BE NOTIFIED BEFOREHAND IN WRITING.** Prompt collection at the end of each session is required.

Details of children, who are to be collected by Out-of-School Care Organisations, **must be registered by parents at Administration.**

If arriving before 8.30am, parents are asked to wait on the verandahs outside the classroom with their child until the 8.30am siren is sounded. This enables teachers to complete their preparations for the day. Classes commence at 8.45am.

Children are NOT PERMITTED to play on the play equipment before and after school.

EMERGENCY CONTACT INFORMATION

Parents are requested to complete the enrolment details with all information, including mobile telephone numbers and emergency contacts, at the time of enrolment. The information provided enables us to contact a parent or caregiver if children are injured or ill.

Please let the school know immediately if your contact information, including mobile phone numbers, change.

In an emergency, the school may call an ambulance on behalf of the parent. This means that the parent may be faced with an account from the St John Ambulance Association.

EXCURSIONS AND INCURSIONS

Children are not permitted to leave the school grounds on school excursions without the written consent of their parents. The school will issue information sheets and permission forms for all excursions. Parents are required to make an informed decision when giving consent for the child to leave the school grounds.

FACTIONS

The school has four factions – Blue, Red, Purple and Orange. All children from the same family are placed in the same faction.

Children are encouraged to wear their Faction Tee Shirt **on the day of their Sport Afternoon.**

Kindy/Pre Primary – Friday
Years 1–3 – Wednesday
Years 4-6 - Friday

FRUIT

Each child is asked to bring along their own cut up fruit each day. A bottle of drinking water is also required.

HATS

The School's Sun Protection Policy requires all children to wear a School Sun Smart Hat. The school's Sun Protection Policy and School Dress Code, includes a "No School Hat – No Play" Policy all year round. Therefore, students are required to wear their Sun Smart School Hat for all outdoor activities.

HOMEWORK

Homework is set on a class basis. Parents are expected to support their children in completing homework requirements. It is suggested that children read each night, in addition to homework set by the class teacher in accordance with the school's Homework Policy.

Recommended homework times for each year level:

- Kindergarten/Pre-primary 10-15 minutes each night
- Year 1 to 3 15-20 minutes each night
- Year 4 and 5 20-30 minutes each night
- Year 6 30-40 minutes each night

ICT

The school is required to protect students' personal information. This includes notifying parents of online third party services used by the school for educational purposes. Consent for the use of online third party services is gathered in Term Three. Please review the consent form carefully and return it to the school.

Our school provides access to Department of Education online services. These enhance the contemporary learning opportunities available to students and the range of teaching tools available to staff to deliver the Western Australian Curriculum. Students and parents are expected to read and complete the "Online Services & Third Party Permission" form.

The Department has blocked access to the artificial intelligence application ChatGPT from our network. ChatGPT has been deemed unsuitable and potentially high risk, as the registration and access terms are for those 18 years and over, and the application creates content that could compromise the validity of student assessments.

INFORMATION TO PARENTS

Notes to parents are distributed by the classroom teachers to the eldest child of the family. Parents who require extra copies are asked to see the office staff.

The School Website www.wattlegroveps.wa.edu.au contain a wide range of information for parents.

The School Newsletter, 'The Wattle' is distributed fortnightly via Connect to all parents. It is therefore important to keep us advised of your current email address. The Newsletter is also available on the School Website.

LIBRARY RESOURCE CENTRE

Kindergarten and Pre Primary children visit the library to borrow books, which need to be returned the following week. To protect the books, all children are required to have a library bag with their name on it.

Library bags are available through the School Uniform Co-ordinator.

LITERACY AND NUMERACY

Kindergarten provides the foundations for the development of early literacy and numeracy skills. Children participate each day in a range of learning activities linked to the specific development of literacy and numeracy. These activities are carefully designed by the teacher to suit the individual needs of the children and to help establish an early awareness and understanding of listening, speaking, reading, phonics, writing, number, measurement and geometry. Parents are asked to regularly support their children with the development of these skills.

All Kindergarten children are expected to achieve the English and Mathematics Standards as set by the school and the Western Australian Curriculum. The School Standards will be discussed and handed out at a Parent Meeting in Term 1.

LOST PROPERTY

All lost property is taken to the Lost Property Box located outside the library. If there are names on the items, we endeavour to return them to the students. **Parents are asked to ensure that all of their child's clothing, lunch boxes, drink bottles and belongings are clearly labelled to avoid unnecessary loss.**

MEDICATION

If a child is required to have prescribed medication at school, the parents must advise the Deputy Principal and teacher of all relevant details and **complete a Medication Instructions Form available from Administration**. Where possible, student medication should be administered by the parents at home, at times other than during school hours. Teachers are under no legal obligation to administer any medicines or medical treatment on behalf of parents. However, if the Principal approves the administering or supervision of the administering of medication to a child, then parents are to provide medication instructions from the prescribing doctor (forms available from Administration).

These instructions are a mandatory requirement and are necessary when the school staff are to administer or supervise the use of medication.

Medications are to be delivered to the school into the care of a staff member. All medications are to be contained in an authorised container showing the name of the medication, the name of the child and the appropriate dose and frequency and the prescribing doctor. **Please do not provide your child with medication to self administer at school**.**

If your child requires regular Asthma medication this should be discussed with your child's teacher and the Deputy Principal. Asthma inhalers should be labelled and remain with the children at all times.

****exception – asthma puffers**

MONEY AND QKR APP

Money can be paid on the QKR App. Parents paying Voluntary Contributions on QKR App for more than one child in the family have the option to pay the 'family' discount against one child, e.g. James Edwards with two siblings $135.00 *OR* the discounted cost per child e.g. $45.00 each for three children.

Money paid to the school for charges, class activities or school programs must be sent in a **sealed envelope,** clearly marked with the child's name, class, amount and purpose, along with the permission slip, signed and dated and dropped in the Dropbox at Reception.

NAMING OF STUDENT BELONGINGS

Please ensure that all books, pencils, items of clothing and personal possessions are clearly labelled with your child's First and Last Names. Staff will not accept any responsibility for loss of clothing or other items.

NAMES

The child must be enrolled with the name on the birth certificate or as required by subsequent legal documentation. It is illegal for the school to enrol a child under an incorrect name.

PARENTS & CITIZENS ASSOCIATION

A very supportive P&C Association meets on a regular basis. It plays an important role in raising funds for the provision of resources and facilities for the school. If you wish to become involved, please see the Administration. Newsletters provide details of meeting schedules and fundraising events. **Voluntary Approved Funds** – a family contribution of $20.00 for the P&C funds can be paid to the P&C Treasurer. The P&C also have a Facebook page – Wattle Grove Primary School Parents & Citizens Association.

PARENT INVOLVEMENT

Parent involvement is essential to Kindergarten to help provide continuity from home to school. Parents are also valuable in assisting with the daily running of the Kindergarten Program. A parent roster is prepared each term on which parents are welcome to write down their name on the day that suits them. Being on duty gives you the opportunity to see what we do and how your child is progressing. Children love having Mum or Dad or a Grandparent on duty. All parent volunteers must complete a Statutory Declaration. These forms are available from the Front Office. Parents are asked to sign in at the Administration whenever helping in the classroom.

Please be aware that it is NOT practical for parents on roster to bring small children to the class.

PARENT/TEACHER INTERVIEWS

Parents are welcome to visit teachers to discuss their children's progress. Please make an appointment to arrange a mutually agreed time beforehand to ensure that the teacher is able to provide you with 'quality time' for discussion.

If you wish to discuss an issue with the Principal, please make an appointment at Administration.

PARKING

Limited parking is available around the school and families and children are encouraged to walk/ride to school.

Parents of Kindergarten children can use the K/PP car park adjacent to the K/PP classrooms on Tomah Road. For safety and legal reasons, the Staff Car Park **must not** be used by members of the public visiting the school. This includes parents.

For your child's safety, it is suggested you reverse into bays, thus when driving out, you have a clearer vision of students.

PLAY

At Kindergarten the children learn to play. Please don't dismiss this statement lightly. This intentional play is carefully and thoroughly planned. At all times, your child is under careful and considered supervision.

OUTDOOR PLAY

Control over large muscles – swinging, running, jumping, climbing, digging. Until a child can control their whole body, they have little chance of controlling the small-specialized muscles.

Co-operation – it takes two to move a large box. One has to take turns and wait for others to finish on a piece of apparatus.

Dramatic play – gives children an opportunity to release tensions, frustrations and fear. It also gives them the opportunity play adult roles.

Self-discipline – it is simple to impose a strict discipline upon a group of children. It is far more difficult to encourage each child to discipline his/her own emotions and desires. An imposed discipline quickly disappears when authority is removed, but self-discipline is a permanent characteristic.

Responsibility – every opportunity is given to the child to be responsible for his/her own possessions and those precious things he/she creates (as well as those belonging to other children). Every situation is regarded as an opportunity for the child to learn by experience.

INDOOR PLAY

What will your child learn? These are just some of the many important skills and concepts your child will learn.

Control over small muscles – painting, threading, building, drawing and crafts. All these require good coordination of hand and eye muscles – essential for reading and writing.

Creative thinking–block building, constructions, painting, dough, drawing and computing.

Legitimate destruction – pulling things apart to build again.

Concentration – puzzles and any other types of educational apparatus.

Independence – because furniture and fittings are scaled to size, children can do so much without adult help.

Respect for others – everyone has a "right" to have a turn at a favourite toy, so we must share.

Awareness of his/her world - nature study and science, all simple and within the child's comprehension. Items of interest are welcome for the observation table – not toys.

Music – an early introduction to music and movement.

Widening of intellectual development – through stories, poems, pictures, discussions, and visitors (eg. a member from the Police Force, etc).

REPORTING TO PARENTS

The Reporting and Assessment Policy of Wattle Grove Primary School has been formulated in consultation with members of the school community, including parents, teachers and administrators and is consistent with the requirements of the Department of Education Curriculum, Assessment and Reporting Policy and Guidelines. In planning to maximise the opportunities of all students to achieve the outcomes of schooling, Wattle Grove Primary School has clearly defined reporting and assessment processes.

Reporting to Parents Time-line 2026

- Term 1 Parent/Teacher Interview Day
- Term 2 Summative Report
- Term 3 Learning Journey
- Term 4 Summative Report

ROAD SAFETY

Please be aware of the 40 km per hour zone around the school, during 7.30am – 9.00am and 2.30pm – 4.00pm. It is also most important for parents to discuss road safety practices for children walking or riding to and from school.

SCHOOL BOARD

The School Board membership includes the Principal, four elected parent representatives, two staff representatives, and two invited community members. The School Board meets at least once per term to discuss school planning, finance, behaviour management, school dress code, religious education and promotion of the school. Newsletters and term planners give further information periodically.

SCHOOL CHAPLAIN

At Wattle Grove, we have a School Chaplain, who is available to help students find a better way to deal with a range of issues, whether it be family, friendship, stress or anxiety issues. The School Chaplain provides a listening ear and a caring presence for children in crisis, or for those who just need a friend. The Chaplain can be approached directly, or an appointment can be made through Administration. If parents do not wish their children to speak to the School Chaplain, they must inform the school in writing.

This support is funded through the WA Government, the school and the P&C. YouthCare oversees the delivery of the School Chaplaincy Program.

SCHOOL DEVELOPMENT DAYS

The following days are scheduled days for staff professional learning and students do not come to school on these days.

Term 1
Thursday, 29 January 2026
Friday, 30 January 2026
Term 2
Friday, 29 May 2026
Term 3
Monday, 20 July 2026
Term 4
Friday, 4 December 2026
Friday, 18 December 2026

SCHOOL GATES

School Gates are opened at 8.20am and again at 3.00pm. School Gates are locked at 8.45am and again at 3.20pm for security reasons.

Kindergarten Children are expected to enter/exit via Gate 1 (Please see Map)

SCHOOL TIMES

The school day begins at 8.45am. All children must be in their classrooms and ready to start lessons by this time. If children are late to school they miss roll call, morning routines and other activities that set the context for the day.

As the school is not officially open until 8.30am, children should **NOT** be on school grounds before **8.30am.** Children/parents who do arrive prior to 8.30am will need to wait in the Undercover Area until the siren is sounded to ensure duty of care.

8.45am	School commences
10.30am – 10.50am	Recess
12.30pm – 1.10pm	Lunch
3.05 pm	School day ends **(Tuesday 2.30pm)**

Children should not remain at school after the final siren, as adequate supervision cannot be provided.

Early Closure on Tuesday
The school closes at **2.30pm each Tuesday**, to accommodate staff Professional Development in the implementation of new curriculum and assessment initiatives and for collaborative planning and policy meetings.

Children do not remain at school after this time and parents are to collect their children promptly. Limited after school care is provided only for children who need to travel home by bus.

SCHOOL UNIFORM AND DRESS CODE

As Kindergarten children are very much a part of the whole school, we expect all children to wear the Wattle Grove Primary School uniform. Some activities can be messy, so it is important that children have a suitable art apron or shirt. In case of accidents, please supply a couple of changes of clothes, including underwear, in a labelled plastic bag.

Please ensure that all articles of clothing brought or worn to school are clearly labelled, including shoes, jumpers and hats.

It is school policy that school Sun Smart hats are worn during outside play all year. **We have a "No Hat, No Play Policy".**
The school colours are green and gold.

Kindergarten

GIRLS

Summer	**Winter**
Gold polo shirt/T-shirt with school logo	Green windcheater/zip jacket/rugby top
Green skirt/skort/or fashion shorts	Green track pants/trousers

BOYS

Summer	**Winter**
Gold polo shirt/T-Shirt with school logo	Green windcheater/zip jacket/rugby top
Green shorts	Green track pants/trousers

School Hats – Green slouch or Bucket hat (NO caps).

The above items are available at the Uniform Shop which is open every Fridays 2:30pm - 3:30pm. Some second hand items are available. When you have uniforms that are no longer required, please donate them to the school for others to purchase.

Safe footwear (no thongs or slides) must be worn at all times. **Shoes should be black or white predominately, with black or white socks and laces.**

School Dress Code

For safety reasons, Jewellery is **not permitted**, except 'studs' or 'sleeper' type earrings and a watch. Nail polish is **not permitted**.

Hair must be neat, out of eyes and appropriate for school with long hair of/beyond shoulder length (boys/girls), tied up. No hair adornments that are oversized or not green/yellow in colour are permitted. In general, children should be dressed neatly and sensibly at all times.

SCHOOL WATCH - SECURITY

Parents and neighbours are asked to report any suspicious activity at school to the School Watch Hotline 1800 177 777, Police 131 444 or Education Security 9264 4771.

SICKNESS, ACCIDENTS AND HEALTH

If you are aware your child is sick, please do not send him/her to school. They often become distressed and would be more comfortable at home or with a friend or relative.

If your child is hurt or becomes sick at school, the school will contact you, if we feel they would be better off at home. The school does not have the facilities or staff to nurse and supervise sick children. Should your child require medical assistance, and you cannot be contacted, the school will call a local doctor or ambulance.
If you are aware your child is sick, please do not send him/her to school. They often become distressed and would be more comfortable at home or with a friend or relative.

If your child is hurt or becomes sick at school, the school will contact you, if we feel they would be better off at home. The school does not have the facilities or staff to nurse and supervise sick children. Should your child require medical assistance, and you cannot be contacted, the school will call a local doctor or ambulance.

Please keep the school updated with your current work, home and mobile phone numbers and inform the school of any changes to your emergency contact number. This enables the school to keep up to date records of important information affecting your child's welfare. The school will ring the emergency contact in the event of not being able to contact parents/guardians.

Parents must provide the reason for students' absences, either verbally, written, phone call or on the Absentee Text Number. Follow up letters are sent to parents of students with unexplained absences. Please complete the tear off section of the letter and return it to your class teacher.

HYGIENE/HEALTH

It is extremely important that we continue as a school community to ensure that everyone is implementing good health and hygiene practices. This is vital for both children and adults and must be part of our everyday actions. Please ensure that the following points are being practiced.

- Stay at home if unwell.
- Frequently washing your hands with soap and water or using an alcohol based hand gel.
- Refraining from touching mouth and nose.
- If coughing or sneezing, covering your nose and mouth with a paper tissue or flexed elbow.
- Dispose of the tissue immediately after use and perform hand hygiene .
- Practise physical distancing by avoiding close contact with anyone if you, or

they, have a cold or flu-like symptoms (maintain a distance of at least 1.5 metres).
- Wear a mask in crowded indoor settings or when physical distancing is not possible.

Measles, Mumps, Chicken Pox and others

The school also needs to know if your child has contracted any childhood diseases, as these are quite contagious and carry with them exclusion periods from school. Family members may also be excluded for a period of time if a brother or sister is infected. Please check with Administration (See Appendix 3 on page 19).

Head Lice

Please inspect children's hair on a regular basis, recommended every Friday. If your child contracts head lice, please contact the school for information about how to treat them. Do not send your child to school until they have been treated and nits and eggs removed. All bed linen, towels etc in the home also require treatment.

It is a time consuming process to get rid of lice in a school and therefore head lice are best treated early before more children are infected and the cycle continues.

The school will inform you of any occurrence of head lice in your child's class. All precautions should be taken to prevent the spread of lice including:

- Shoulder length hair must be tied back
- Weekly checking of children's hair

STUDENT REQUIREMENTS

The school distributes booklists from children in November/December each year for student requirements for the following year. Our bookseller collates the order and delivers it either to home address or they are collected directly from the book seller. Books/stationery items **MUST** be paid for by parents prior to delivery. Parents are not obliged to use this system and can fulfill the booklist requirements from their own supplier

No need to lable any items

This is also an excellent time to pay the school contribution payment.

SUPERVISION

Children are not permitted to play on climbing apparatus or with sports equipment before or after school. Specific supervision is provided for these activities during recess and lunchtime.

TERM DATES 2026

2026 DATES		
Term 1	Students	Monday 2 February to Thursday 2 April
Term 2	Students	Monday 20 April to Friday 3 July
Term 3	Students	Monday 20 July to Friday 25 September
Term 4	Students	Monday, 12 October – Thursday, 17 December

In 2026, there are **six school development days** where students do not attend (see School Development Days section).

WRITING

We encourage children to begin writing their name early in the year. You can assist by showing them the correct lettering. Upper case letters are easier to write but should only be used to start a name, with the other letters being in lower case. A copy of the handwriting, which we use, is found in Appendix 4. Whenever you write something for your child, it would help them greatly if you could use this writing. It is also important that children are taught to hold writing tools correctly whenever they draw or write.

FURTHER INFORMATION

Please head over to the Department of Education website for further information regarding your child starting Kindergarten – https://www.education.wa.edu.au/-/kindergarten-here-i-come-

APPENDIX 1

SCHOOL SONG

Wattle Grove is our school, we're like a family,
Where kids from many countries, are happy as can be
We work and play together, and help each other too,
We're glad you could come here today
It's lovely seeing you.

Love and kindness live here, we try to do our best,
The things that we all try to do,
Are written on our crest.
Giving and receiving, and helping every day,
Our creed is what we live by, in thought, and work and play.

Wattle Grove is our school, we're like a family,
Where kids from many countries, are happy as can be
We work and play together, and help each other too,
We're glad you could come here today.
It's lovely seeing you.
We're glad you could come here today
…..Been lovely seeing you.

APPENDIX 2 - BEHAVIOUR MANAGEMENT IN SCHOOLS

CLASSROOM PROCEDURES

POSITIVE CONSEQUENCES

1. Wattle Grove Primary School Honour Certificates/Awards.
2. Letter of Commendation.
3. "Treasure" token – students may be rewarded with a "Treasure" for good behaviour. Students place their "Treasure" in the box at the office. Each "Treasure" will earn 5 faction points. A "Lucky Treasure Draw" will take place each fortnight, with the 3 winners receiving a lucky dip out of the Treasure Chest!
4. Faction Shield is awarded to the Champion Faction for each term.
5. Teacher initiated rewards – stamps, stickers, certificates.
6. Acknowledgment to individual students.
7. Values Certificate.

NEGATIVE CONSEQUENCES

1. Verbal warning and name recorded on blackboard.
2. Isolation in class (x)
3. Isolation in buddy class (xx) with reflection sheet and work.
4. Sent to Administration with documented slip (xxx).

PLAYGROUND PROCEDURES

1. Warning by Duty Teacher.
2. Minor misdemeanours – dealt with by Duty teacher.
3. Major misdemeanours – recorded on documented slip. Student walks with teacher and report to Administration at end of recess/lunch.

ADMINISTRATION PROCEDURES

When a student is sent to Administration, the following consequences will apply:

1. The student will do Playground Duties accompanying the Duty Teacher during the next recess or lunch.(Parent notified)
2. Students will receive 2 Time – Out sessions during the following lunch session and (the parent notified). Time Out in the Library.
3. Student will receive 5 time-out lunch sessions. (Parent notified).
4. Student will receive In-School Suspension for 1 day (Principal's discretion)
5. Student will receive School Suspension (Principal's discretion)

***** Severity Clause:**
The Principal reserves the right to amend this process, as and when necessary.

APPENDIX 3 - COMMUNICABLE DISEASES

1. CHICKEN POX (VARICELLA VIRUS)

A common, acute, viral infection. Symptoms include fever, fatigue, and a generalised rash characterised by small vesicles (blisters) that rupture to form crusts.

The medical practitioner treating a case of infection must decide whether others at risk need to be contacted.

TRANSMISSION: Airborne or droplet; or indirect contact with fluid from vesicles of an infected person.
INCUBATION PERIODS: 13 to 17 days
INFECTIOUS PERIOD: From 2 days before rash appears until vesicles have formed crusts.
EXCLUSION FROM SCHOOL: Exclude for at least 5 days after the rash appears and until vesicles have formed crusts. Note that crusts alone do not warrant exclusion.
CONTACTS: Refer any immunosuppressed children (e.g. leukaemia patients) to their doctor. Do not exclude other contacts.
TREATMENT: Antiviral treatment available – refer to doctor. Do not give aspirin to children with chickenpox under 12 years of age as it may cause Reye's Syndrome.
IMMUNISATION: See page 8 - (Communicable Disease Guidelines 2012 Edition). Recommended for people 18 months of age or older who have not had chickenpox. May prevent chickenpox in contacts if given within 5 days of exposure – refer to doctor.

2. CONJUCTIVITIS (VARIOUS BACTERIA AND VIRUSES)

A common, acute, viral or bacterial infection of the eyes. Symptoms include sore, itchy eyes and discharge.

TRANSMISSION: Direct or indirect contact with secretion from infected eyes.
INCUBATION PERIODS: 1 to 3 days.
PERIOD OF COMMUNICABILITY: While eye discharge is present.
EXCLUSION FROM SCHOOL: Exclude until discharge from eyes has ceased.
CONTACTS: Do not exclude.
TREATMENT: Antibiotic treatment may be available – refer to doctor.
IMMUNISATION: None available.

3. HEAD LICE (PEDICULUS CAPITIS)

TRANSMISSION: Contact with infected person or clothing.
INCUBATION PERIODS: 1 to 7 days.
PERIOD OF COMMUNICABILITY: Until lice and nits (eggs) are destroyed.
EXCLUSION FROM SCHOOL: Exclude until effective treatment has been instituted and nits removed from hair.
CONTACTS: Do not exclude. Family contact will probably be infested and should be treated. Other contacts should be checked regularly for sign of infestation.

4. IMPETIGO – SCHOOL SCORES (VARIOUS BACTERIA; USUALLY STAPHYLOCOCCI AND STREPTOCOCCI).

TRANSMISSION: Direct contact with skin lesions.
INCUBATION PERIODS: 4 to 10 days.
INFECTIOUS PERIOD: As long as there is discharge from untreated lesions.
EXCLUSION: Exclude for 24 hours after antibiotic treatment commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressing.
CONTACTS: Do not exclude.
TREATMENT: Antibiotic treatment available – refer to doctor.
IMMUNISATION: None available.

5. MUMPS (** Notifiable Disease.)

An uncommon, acute viral infection. Symptoms include painful, swollen salivary glands, fever, headache, painful testicles or ovaries.

TRANSMISSION: Airborne or droplet; direct contact with saliva from an infected person.

INCUBATION PERIOD: About 12 to 25 days (usually 16 to 18 days).
INFECTIOUS PERIOD: About 6 days before to 9 days after the onset of salivary gland swelling.
EXCLUSION: Exclude for 9 days after onset of symptoms.
CONTACTS: Do not exclude.
TREATMENT: Varies with symptoms.
IMMUNISATION: See page 16 (Communicable Disease Guidelines 2012 Edition)

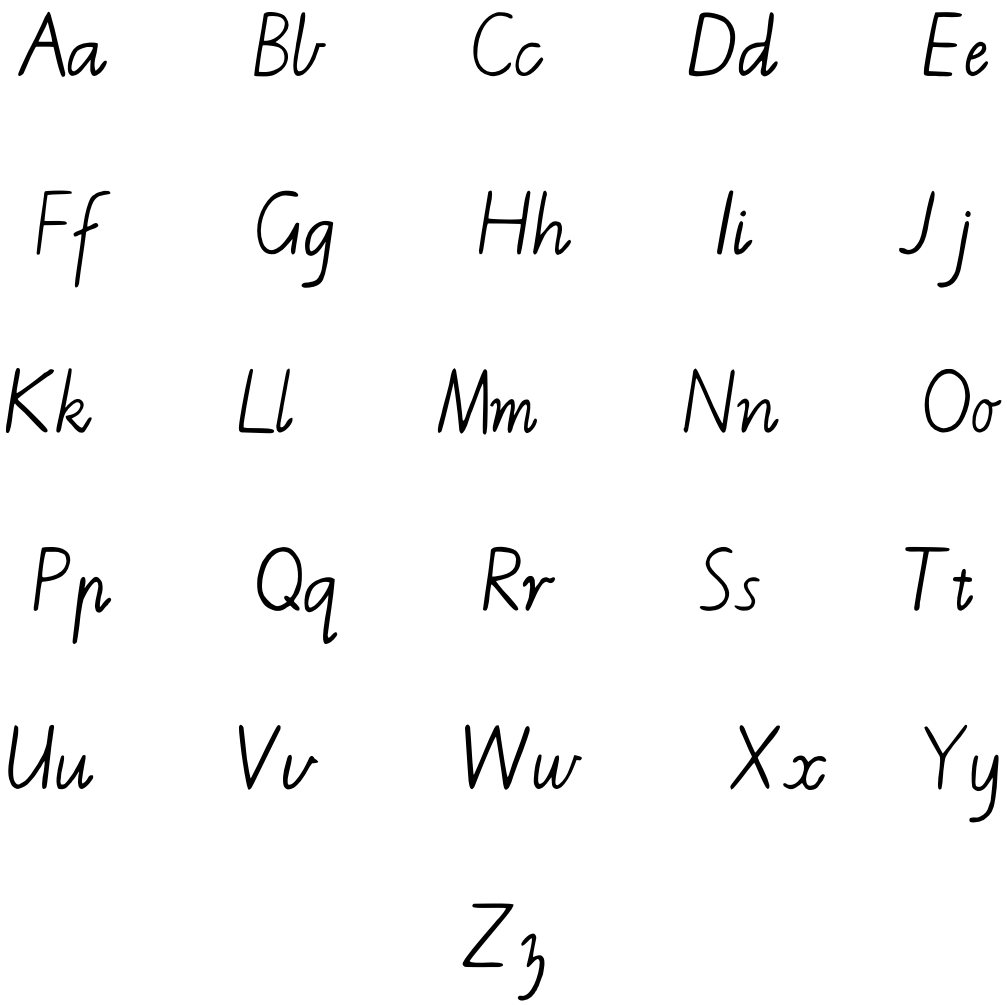
The Standard West Australian Vaccination Schedule – Birth to Four Years.

Age	Vaccine Free	Brand Name	Vaccine Not Free	Brand Name
Birth	**Hep B**	**HBVAX 11**		
2 months	**DTPa** **OPV** **Hib-Hep B** **7vPCV**	**INFANRIX** **POLIO SABIN** **COMVAX** **PREVENAR**	**DTPA-1PV1**	**INFANRIX-IPV** **INFANRIX-PENTA** **INFANRIX-HEXA** **QUADRACEL**
4 months	**DTPa** **OPV** **Hib-Hep B** **7vPCV**	**INFANRIX** **POLIO SABIN** **COMVAX** **PREVENAR**	**DTPa-IPV1**	**INFANRIX-IPV** **INFANRIX-PENTA** **INFANRIX-HEXA** **QUADRACEL**
6 Months	**DTPa** **OPV** **7vPCV**	**INFANRIX** **POLIO SABIN** **PREVENAR**	**DTPa-IPV1**	**INFANRIX-IPV** **INFANRIX-PENTA** **INFANRIX-HEXA** **QUADRACEL**
12 months	**MMR** **Hib-Hep B** **MenC**	**PRIORIX** **COMVAX** **NEILSVAC-C**		
18 months			**VZV1,2**	**VARILRIX** **VARVAX** **REFRIGERATED**
4 years	**DTPa** **OPV** **MMR**	**INFANRIX** **POLIO SABIN** **PRIORIX**	**DTPa-IPV1**	**INFANRIX-IPV** **INFANRIX-PENTA** **INFANRIX-HEXA** **QUADRACEL**

APPENDIX FOUR – WRITING

VICTORIAN MODERN CURSIVE

When writing your child's name, please refer to the letters below for the correct formation, using a capital letter for the initial letter only.



Helping your child with oral language

Everyday moments for talking and listening

Follow their ideas

Children build language through back-and-forth conversations, stories and play. Notice what interests your child, respond and leave time for their reply.
Use your home language or languages. Words, gestures and your child's usual communication system all have a place in conversation.

Listen and leave space

Give your attention and reduce background noise. Pause so your child can respond in their own way. Use comments as well as questions.

"You have balanced that block very carefully."

Add a little more

Build on your child's words with a longer sentence or a useful new word. Model language naturally without asking them to repeat a correction.

Child: "Big tower." Adult: "Yes, your tall tower is wobbling!"

Talk through real experiences

Chat while cooking, shopping or gardening. Explain what you are doing, make plans together and retell events using first, next and last.

"First, we mix the flour. What will we need next?"

Make room for pretend play

Use puppets, dolls, blocks or a pretend shop. Take turns, negotiate ideas and tell stories. Share favourite books, songs and family memories too.

"I'm the customer. Can you tell me what is on your menu?"

If you have concerns about communication or hearing, speak with your child's teacher or child health nurse about support.

Helping your child with reading

Make reading a time to enjoy together. Read aloud, revisit favourites and talk about the ideas, words and pictures that capture your child's interest.

Before you open the book

Let your child choose a story. Look at the cover and name the title and author. Ask "What do you notice?" or share what interests you.

While you share the story

Read with expression. Pause to explain an unfamiliar word or wonder about a character. Give your child time to respond and follow their ideas.

After the last page

Talk about a favourite part. Retell the story using toys, drawings or actions. Try "What happened first?" and "What happened next?"

Build a reading habit

Keep books within reach and borrow from the library. Share poems, information books and family stories. Read and tell stories in your home language or languages.

Support early word reading

Ask the teacher which letters and sounds to practise. Use school-provided decodable books matched to these skills. Help your child say the sounds and blend them into a word.

Keep it encouraging

Use pictures to discuss meaning; guide word reading through the letters and sounds. If a word is too difficult, say it and continue. Finish while reading is still enjoyable.

Helping your child with spelling and early writing

Every mark has meaning

Drawing, scribbling and making letters help children share ideas. Offer real reasons to write and celebrate what your child wants to communicate.

1 Start with a message

Make a card, label a model or write a pretend café menu. Ask “What would you like your writing to say?” Let your child draw and explain their ideas.

2 Play with sounds

Sing rhymes, clap the parts in names and listen for beginning sounds. Try blending /s/ /u/ /n/ into sun. Keep games short and playful.

3 Connect sounds and letters

Practise the letters and sounds introduced at school. When your child is ready, say map slowly, listen for /m/ /a/ /p/ and help them choose letters they know.

4 Let them see you write

Write a shopping list together. Say your message aloud and show how you record it. Model your child’s name with a capital first letter and lower-case letters after it.

5 Make tools easy to reach

Offer scrap paper, thick pencils, crayons and chalk. Use the school’s guidance for letter formation. Allow time to draw, experiment and try again.

6 Notice the learning

Say “You heard the /m/ sound!” or “Your label tells me about your picture.” Model correct spelling naturally while valuing your child’s own attempt.

Try this today

Invite your child to make a card for someone special. They can draw, make marks, write letters or tell you a message to record. Read the message back together.

Notes

Notes