



Oakwood  
PRIMARY SCHOOL



PARENT INFORMATION  
Kindergarten 2026

♥ Learning with heart

AN INDEPENDENT PUBLIC SCHOOL

Great teachers...  
know that different approaches work for some students better than for other students.

Great teachers...  
know that different approaches work differently depending on where in the learning process a student may be.

Every student deserves a great teacher, not by chance, but by design.

Great teachers...  
understand that different approaches work more effectively at different times.

Great teachers...  
intervene in specific, meaningful, and calculated ways to increase students' learning trajectories. This requires that they understand and share challenging, yet specific and appropriate, goals with students; monitor progress toward those goals; provide and receive feedback; alter their actions when learning is not occurring; and share the joy that comes from working with students to meet the learning goals.

I promise to listen to the feedback you give me verbally, non-verbally and in your work, and use this feedback to do a better job of meeting your needs.

PROMISE

I promise to keep trying until together, we figure out the best way to help you learn.

I promise to do all that I can to set you up to succeed.

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I promise to carefully choose the work I give you so that it clearly increases your understanding and proficiency.

feedback

I promise to provide you with a place to learn that is safe and supportive.



## To My Students, I Promise...



I promise to learn alongside you.



I promise to provide space and time so you can take on the work of learning and enjoying the fruits of learning for yourself.

I promise to pay attention to who you are and respect the uniqueness you bring with you to the classroom.



I promise to help you learn from your mistakes and show you how to get better at learning.

I promise to provide you with challenging and engaging instruction that stretches you to take risks with your daily work. In this way, I will help you grow as a learner.



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### Principal's Welcome

It is with great pleasure that I extend to you and your children a warm welcome to Oakwood Primary School. I am sure your association with the school will be a happy one.

The Oakwood Primary School staff are professionally devoted to providing a rigorous learning environment where the social development and enhancement of; tolerance, excellence, resilience, enjoyment, endeavour, sportsmanship, good humour and cultural appreciation are extremely important.

Each student is treated as an individual and all are encouraged to reach their potential in a caring and supportive environment. This only comes about when we all join together as a community with positive aims and purposes in mind. Our motto is *'learning with heart'*.

We hope that you, through your interest, personal involvement and co-operation, will come to feel very much a part of our school community. Each new family is issued with a copy of this booklet, which provides information on school operations.

I look forward to working with you during the course of your association with our school and encourage you to become actively involved in your child's education.

WILL DAVIS  
PRINCIPAL  
Oakwood Primary School





<b>Principal:</b>	Will Davis
<b>Deputy Principals:</b>	Bree Van Beek Mary Hunt (Tuesday-Friday) Dan Turner
<b>Learning Support Coordinator:</b>	Beth Foster
<b>Manager of Corporate Services:</b>	Monique Tennyenhuis
<b>Street Address:</b>	1 Oakwood Gate, Meadow Springs WA 6210
<b>Email:</b>	<a href="mailto:oakwood.ps@education.wa.edu.au">oakwood.ps@education.wa.edu.au</a>
<b>Website:</b>	<a href="http://www.oakwoodps.wa.edu.au">www.oakwoodps.wa.edu.au</a>
<b>Phone Number:</b>	08 9586 7600
<b>Office Hours:</b>	<b>Monday—Thursday:</b> 8:00am — 4:00pm <b>Friday:</b> 7:30am — 3:30pm

**Vision:** Children are the heart of our school

We are committed to providing learning in a safe and caring environment that nurtures each child’s specific abilities and interests. Each unique individual will be encouraged to develop a pride of place and self as we grow together.

Our dedicated staff seek continuous improvement. All staff constantly strive to make learning an enjoyable experience that is responsive to the needs of each child. We encourage and promote a love of learning and place children and learning at the core of everything we do.

**Motto:** ♥ Learning with heart

The Oakwood Primary School motto is derived from the school ethos of *learning to love and loving to learn*. It also highlights the schools’ goal of creating a welcoming, caring, empowering and fun education community.



# WELCOME



## Logo

The Oakwood Primary School logo encompasses the schools vision of community - the child being the heart of the school - sharing a love of learning and growing together in a fun and caring environment.

It references elements of the local environment with a sense of ocean and blue sky, as well as trees, gardens and parklands (with a nod to the historic Tuart trees of the area). The solid limestone, earthy base references the local limestone quarry.

It also acts as a sturdy base for growth. It curls up from deep in the earth and symbolises strength and a solid foundation for the school.

The upward movement through the shapes (highlighted with the negative space) symbolises a child's growth through school, learning along the way and protected on all sides.



The shapes along the 'school journey' curve up to protect, love and nurture the child (heart of the school) on their journey. They grow, flourish and ultimately burst forth filled with knowledge and a passion for learning. This is represented with a vibrant red leaping heart/uplifted arms element.

## Factions

At Oakwood Primary School our four factions are:

**MONARCH (GOLD)**

**QUENDA (GREEN)**

**OSPREY (CLARET)**

**BLUE WREN (BLUE)**

The names of our factions are animal species native to the local area and were selected in consultation with the community. The colours complement our school brand with distinct variation of the blue and green for difference.

Faction groups provide students with the opportunity to engage with peers across year levels in sporting events, reward systems and whole-school events and competitions. Promoting team spirit, participation and communication skills are key focus points of factions. Students will have the opportunity to celebrate faction participation through the wearing of faction uniforms on Wednesdays every week.



## Our Early Childhood Statement

At Oakwood Primary School, our approach to early childhood education is multifaceted, aiming to create a dynamic learning environment where hands-on exploration and positive relationships are paramount. We blend explicit high impact instruction with intentional play-based learning to establish strong foundations in literacy, numeracy, STEM and social-emotional skills. By prioritising child agency and fostering joyful learning experiences infused with creativity and collaboration, we empower students to take ownership of their education and develop a lifelong love of learning.

Our pedagogy, drawing from the Early Years Learning Framework and the Western Australian Curriculum, emphasises intentional and transferrable learning, ensuring that educational experiences are purposeful and can be applied in a range of contexts. In our classrooms and play areas, teachers serve as facilitators, guiding students through deliberate questioning and provocations to stimulate critical thinking and deeper understanding. Play based learning is integrated into our curriculum, providing structured opportunities for exploration and experimentation.

We believe that the environment acts as the 'third teacher', carefully curated to inspire curiosity and creativity, with flexible workspaces that utilise indoor and outdoor areas, facilitating seamless learning experiences. Adults are actively present in play, responding to and scaffolding children's learning, while also valuing student voice, ensuring that their needs and interests are reflected. Overall, our goal is to create a vibrant educational atmosphere where every child can thrive and develop a deep understanding of the world around them.

♥ Learning with heart



# ADMINISTRATION



## Term Dates

- Term 1:** Monday 2 February—Thursday 2 April (9 weeks)  
**Term 2:** Monday 20 April—Friday 3 July (11 weeks)  
**Term 3:** Tuesday 21 July – Friday 25 September  
**Term 4:** Tuesday 13 October – Thursday 17 December

## School Development Days and Public Holidays

*Students do not attend school on these days*

- Term 1**      **Labour Day Public Holiday**—Monday 2 March  
                 **Good Friday Public Holiday**—Friday 3 April
- Term 2**      **ANZAC Day (Saturday) Public Holiday**—Monday 27 April  
                 **SDD**—Friday 29 May  
                 **Western Australia Day Public Holiday**—Monday 1 June
- Term 3**      **SDD**—Monday 20 July
- Term 4**      **SDD**—Monday 12 October  
                 **SDD**—Friday 18 December

## School Day

8:20am	Gates open
8:30am—8:45am	Classroom doors open — Family time
8:45am—11:00am	Instructional time
<b>11:00am—11:25am</b>	<b>Lunch Play</b>
11:25am—11:40am	Eating time
11:40am—1:40pm	Instructional time
<b>1:40pm—1:55pm</b>	<b>Recess</b>
1:55pm—2:55pm	Instructional time

Students can arrive on school grounds between **8:20 and 8:30**. If students are on school grounds at this time, it is expected that students wait outside their classrooms and not playing with or on equipment. To ensure the safety of all children we request school arrivals do not occur before this time.





## ADMINISTRATION

### Enrolment

As per the Department of Education's Enrolment Policy, originals of the following documents are required, and will be copied by the school, in order to complete an Application for Enrolment:

- ⇒ Birth certificate, extract of birth or passport;
- ⇒ AIR Immunisation History statement printed from the MyGov website; and
- ⇒ Proof of address e.g: Lease agreement, Utility bill (gas or electric) or Drivers Licence

Parents of children with special needs are asked to contact the school to discuss these needs when the Application for Enrolment has been approved to ensure that the most appropriate program is in place to meet their needs.

### Custody of Children

Please provide copies of court orders to the Principal at the time of enrolment. If in the future there are any changes to the orders it is important that the school is updated and the Principal informed.

### Voluntary Contributions/Charges/Personal Use items (Booklists)

A schedule outlining the Charges and Voluntary School Contributions is included with this information pack.

The total amount of voluntary contributions parents are being asked to pay is \$50 per student per year. Money collected will be used to supplement school expenditure in the curriculum learning areas. The contributions add to the quality of our teaching and learning programs, and addressing key priority areas.

A breakdown of estimated charges for your child's participation in excursions, incursions and activities throughout the year is also outlined. The schedule identifies the maximum costs for the school year, including optional components (such as school photos).

The Items for Personal Use list for each year are provided to parents. Oakwood Primary School negotiates competitive prices for the materials on the list with various suppliers to ensure value for money and quality items.



## RELATIONSHIPS



### Kindergarten Days

Kindergarten is a part-time structure with children attending 5 days across a fortnight. When enrolling your child at Oakwood Primary School we will make every attempt to place them in a group according to your preference.

**Kindergarten Groups 9A and 8B attend:**

**Monday, Wednesday and  
Friday of odd weeks in the term**

**Kindergarten Groups 9C, 8D and 7E attend:**

**Tuesday, Thursday and  
Friday of even weeks in the term**

### Communication

Oakwood Primary School values the connections we have with all parents as partners in the education of your children and we are committed to providing regular, positive feedback. Should you have any queries regarding your child's learning, we will respond promptly. We encourage parents to openly discuss any matters or concerns regarding your child's schooling as early as possible. The best way to do this is to arrange an appointment with the relevant staff member so that an appropriate amount of time can be devoted to resolving the matter effectively. To avoid disruptions to normal class routine we ask that you arrange meetings with teachers in advance.

We encourage parents to take an active role in staying in touch with the school and updated with events, notices and news. Oakwood Primary School communicates with the parent community via Compass, Facebook and school newsletters. Classroom teachers may also choose to keep in touch with parents via letter, phone or email.

### Compass

Families can access Compass via a desktop browser or by downloading the free Compass School Manager app from the App Store or Google Play. Through Compass, parents can:

- Enter attendance notes when your child is absent
- Receive and complete forms for school events such as excursions and camps
- Provide electronic permission for activities (no more lost forms!)
- Provide two-way communication with classroom teachers
- Receive instant notifications from the school





# RELATIONSHIPS

## Newsletters

Published every three weeks, the Oakwood Primary School newsletter is a source of information regarding events and happenings around the school. Learning is the heart of everything we do, and this is reflected in the structure and content of our newsletters. Newsletters will be delivered electronically via email and also available to view on our website.

## Positive Behaviour Support

Oakwood Primary School is committed to meeting the behavioural and social-emotional needs of individuals, whilst recognising the rights of others in a safe, caring and positive school environment.

Our behaviour management policy focuses on teaching, rewarding and reinforcing desirable behaviour, and providing appropriate support as required. It is based on the Positive Behaviour Support framework and provides clear school and classroom behaviour expectations with fair and appropriate consequences which are applied consistently and equitably.

Our journey as a PBS school has been a highly collaborative one with students and staff actively involved in the construction of a matrix which identifies behaviour expectations, reflective of our values and provides a common language throughout the school.



## RELATIONSHIPS



### FISH Philosophy

Our positive school culture is built around the four principles of The FiSH! Philosophy. They are:

- **Choose your attitude**
- **Be there**
- **Play**
- **Make their day**

By displaying these four behaviours throughout our daily life, we have built a positive place to learn in, where everyone feels like an important part of the community. We encourage our staff and students to live and breathe the FiSH! Philosophy each and every day. We are committed to finding new ways to promote the four principles amongst our community and acknowledge those who show that they understand what it means to be a FiSH!

#### Choosing your attitude

We can't control everything that happens, but we can choose how we respond to things and be positive.

#### Be there

Being present in the moment, committing to what you are doing now and giving it your all.

#### Play

Learning is a serious business, but it doesn't mean we can't enjoy ourselves and be playful in our learning and have fun.

#### Make their day

Going out of our way to make others feel special with our words and actions can make a real difference to them.

The FiSH! Philosophy creates a common language across our school that we all understand and allows us to feel energised and positive in a supportive environment.





## RELATIONSHIPS

### Reporting to Parents

As part of accountability requirements, regular reporting to parents and feedback on student progress is an important requirement of the school. This occurs formally at the end of each semester with a report and informally throughout the year.

### Student Achievement Report

The components of the Kindergarten report are:

- Student learning and development within five learning and development areas;
- Suggestions on how the parent can support the student's learning at home;
- A record attendance; and
- Teacher overall comments

Within each of the 5 learning and development areas, descriptors are rated on a three point progress indicator scale of well developed, developing and beginning:

#### *Identity*

- Feels safe, secure, accepted and supported
- Shows resilience, makes choices and organises self and belongings
- Shows confidence in their own abilities and displays a positive self-image
- Interacts with others with care, empathy and respect

#### *Connecting and Contributing*

- Participates in group activities
- Shows respect for differences in others
- Shows respect for the environment

#### *Wellbeing*

- Demonstrates awareness of positive social and emotional wellbeing
- Demonstrates knowledge and skills for healthy living
- Participates in physical movement activities



## RELATIONSHIPS



### *Learning and Thinking*

- Demonstrates dispositions, skills and strategies for learning
- Demonstrates knowledge of counting and patterns
- Demonstrates knowledge of measurement concepts and simple shapes
- Collects information, sorts and classifies shapes and objects

### *Communicating*

- Communicates for a range of purposes in Standard Australian English
- Demonstrates knowledge of sounds in words
- Listens and responds to a range of texts
- Demonstrates knowledge of concepts of print and written symbols
- Express ideas using a range of media - music, art and dance
- Explores tools, resources and technologies

### **Well Developed**

Your child consistently demonstrates knowledge, skills or dispositions in this area

### **Developing**

Your child often demonstrates knowledge, skills or dispositions in this area. They may require assistance at times.

### **Beginning**

Your child requires assistance to demonstrate knowledge, skills or disposition in this area.

Informal and ongoing contact with teachers is highly valued at Oakwood Primary School. Parents are welcome in classrooms in the 15 minutes before instructional time begins each day and at the conclusion of the day. If you would like to speak with the teacher regarding your child's progress or if you have any concerns please make an appointment to ensure sufficient time and undivided attention can be provided. In addition, various opportunities throughout the year are identified on our calendar for informal reporting, such as Open Night and other whole school events.





## RELATIONSHIPS

### Parent Involvement

Parent assistance in the classroom and with school activities is always very welcome and encouraged. It gives parents the opportunity to take an active part in class activities and develop an understanding of how children learn. Teachers are keen to involve parents as much as possible in the classroom through various activities and scheduled times during literacy and/or numeracy instructional times. Please refer to your child's classroom teacher for specific details in regards to parent help in the classroom.

In addition, opportunities for active parent involvement through the P&C and School Board are encouraged as we work in partnership towards our vision.

### ***Parents and Citizen's Association***

The P&C provides a great opportunity for parents, teachers and community members to support the learning environment and infrastructure of the school. The purpose of the P&C Association is to:

- Foster community interest in learning;
- Promote the close liaison between the school and community;
- Assist in the provision of school amenities.

Dates for the meetings are published in the school newsletter, on the school website and on the term planner. The role of the P&C Association is diverse. We welcome all parents and community members to get involved.

### ***School Board***

The purpose of the School Board is to act ethically and with integrity in the governance of the school within the legislated accountability framework.

As an Independent Public School, Oakwood Primary School has established a School Board comprising of parent and community representatives, the school principal and staff representatives. Parents are encouraged to nominate for positions on the Board. An election will be held if more nominations than vacant places are available. The School Board has a major voice in shaping the direction of education and planning in the school.



## RELATIONSHIPS



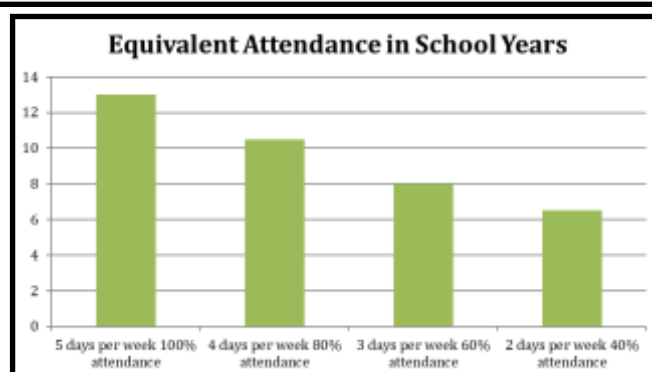
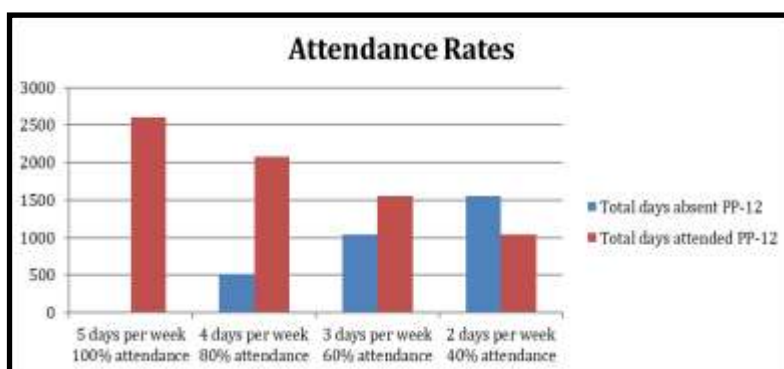
### Attendance

Every day at school matters and consistent attendance as well as active participation is essential for your child's social and academic learning. Children need to attend school regularly so they can take full advantage of all the educational opportunities available.

The School Education Act 1999 requires children of compulsory school age, Pre-primary–Year 6, to attend school. It is important to assist your child's achievement and learning by making regular school attendance a priority.

At Oakwood Primary School we encourage regular attendance rates of 95% and above. The impact on the continuity of learning with rates lower than this can be significant. Over time poor attendance rates can have a substantial cumulative effect on student progress and development.

When your child is unable to attend, legislation requires that parents forward written notification providing a reasonable cause for the absence of their child. We encourage you to notify us on the morning of the absence by phoning the school. If a phone call explanation is not provided, a note explaining the absence is requested on return to school.





## POLICIES AND PROCEDURES

### School Uniform Policy

Wearing school uniform develops a sense of pride in our school; raises our profile in the community and assists with maintaining a positive tone. We encourage all students to wear the uniform at all times in order to be part of the team at Oakwood Primary School.

Our uniform has been developed through consultation with parents and the community. It is manufactured using high-quality materials and includes a sun-safe hat that students will be asked to wear when outside. Faction shirts can be worn once a week on Wednesdays. The full uniform range is available for purchase at:

#### Perm-A-Pleat Schoolwear

Unit 2/76 Reserve Drive,

Mandurah WA 6210

Phone: (08) 9500 3036

Email: [mandurah.retail@permapleat.com.au](mailto:mandurah.retail@permapleat.com.au)

#### Opening Hours

Tuesday, Wednesday, Friday: 9:00am-5:00pm

Thursday: 10:00am-6:00pm

Saturday: 9:00am-1:00pm

*Uniform order forms are also located at the front office.*

In addition to the Oakwood Primary School uniform, students should wear suitable enclosed footwear that will allow for ease of movement in and outside the classroom. All children will need to have spare clothes in their bag each day in case of accidents. This is important as we don't have supplies of spare clothes. You will be called and asked to bring these in if your child does not have them and they need a change of clothes. Your co-operation with this matter is appreciated.

### Homework

Homework may take a variety of forms. The important factor is that any homework must provide educative experiences. Homework should centre around the interests of the child, and foster purposeful learning. Targeted activities may form part of this experience as part of an Individual Plan created by the classroom teacher in consultation with the parent as required. Precise tasks given to all members of a class to be performed out of school hours and marked by the teacher is not supported in our school policy.

Children should be encouraged to read or be read to each day for interest and enjoyment. Our home reading program will support this in addition to general library borrowing and personal home collections of high-interest reading material. Should you wish to request extra homework for your child, please contact their teacher.



## POLICIES AND PROCEDURES



### Crunch & Sip

The Crunch & Sip program is an easy way to help kids stay healthy, happy and focused for learning.

Crunch & Sip is a time set aside during the school day to eat salad vegetables and/or fruit and drink water in the classroom. Students bring vegetables or fruit to school each day for the Crunch & Sip break. Each child also has a bottle of water in the classroom to drink throughout the day to prevent dehydration.

Giving students the chance to re-fuel with fruit or vegetables helps to improve physical and mental performance and concentration in the classroom, as well as promoting long term health. At Oakwood Primary School we actively seek to increase awareness of the importance of eating vegetables and fruit and drinking water as part of a healthy and balanced lifestyle.

### Waste Free Wednesdays

At Oakwood Primary School we are very aware of the impact our rubbish is having on the environment. In 2020 we conducted a Waste Audit and were astonished at the amount of waste we were sending to landfill. As a result of this audit we have implemented Waste Free Wednesdays! This is a day where families are encouraged to pack lunch boxes for their children that are free from single use plastics and packaging. To encourage participation in this initiative, each week the classroom with the highest percentage of waste free lunches is awarded the Waste Free Wednesday trophy at assembly.

### Collection of Children

#### ***During School Hours:***

In certain circumstances it may be necessary to collect children from school during instructional hours (e.g. illness, medical appointments, etc.). Parents are required to sign out students using Passtab on the iPads in the front office before picking up child/ren from their classroom/s. This is a necessary legal requirement for reasons of safety and duty of care.

#### ***After School Hours:***

At times, parents can be unavoidably detained, causing them to be late when collecting their children from school. In such circumstances, please phone the school so that supervision arrangements can be made. All students in Early Childhood classrooms need to be collected by a parent or pre-arranged designated person.





## POLICIES AND PROCEDURES

### Out of Hours Care

Out of school hours and holiday care is provided to parents of students at Oakwood Primary School on the school grounds by Fun-a-rama. Bookings for before and/or after school care are essential. For further information please contact:

#### **Fun-a-rama**

**Phone:** Alexandria—0424 492 485

**Opening Hours:** Monday to Friday – 6:30am to 8:30am and  
2:40pm to 6:00pm

### Bicycles/Scooters

Students may ride their bikes or scooters to school. In the interest of safety, our expectations for parents and students are:

- ⇒ A helmet must be worn, as per Western Australian legislation;
- ⇒ Students are asked to walk bikes and scooters through the school grounds to ensure the safety of others;
- ⇒ Bikes and scooters are housed in the designated areas during the school day and secured appropriately; and
- ⇒ Parents supervise children under the age of 10 when riding to and from school.

### Lost Property

A container of lost property (such as clothing) will be located outside of the Administration Office. We ask for your assistance by ensuring that all personal belongings are clearly labelled with your child's name to assist us to be able to promptly return items misplaced by children within the school grounds.

### Personal Belongings

Children are asked not to bring valuables such as iPads, jewellery, electronic toys or money that can be mislaid or damaged during school hours.

## POLICIES AND PROCEDURES



### Visitors

All visitors to the school will be required to sign in and out at the front office and wear an identification badge while on school grounds.

### No Smoking

Parents and visitors are asked to adhere to the Department of Education Policy prohibiting smoking or vaping on school grounds.

### Pets - Dogs

We request that no dogs enter the school site at any time, or be tied up at the gates just outside, and that the community is mindful of the fact that some children are fearful of dogs.

### Accidents and Illness

In the event of a child having an accident or feeling unwell, every attempt will be made to contact parents using the details registered with the school. All parents are asked to ensure that the school has up-to-date contact phone numbers, address and emergency contact details, so contact can be made without delay. In the event of a serious accident where parents cannot be contacted, an ambulance will be called.

### Infectious Illnesses:

<b>Chicken Pox</b>	<b>Infectious Period:</b>	From 2 days before rash appears until vesicles have formed crust.
	<b>Exclusion Period:</b>	Exclude for at least 5 days after vesicles (rash) appear and until vesicles have formed crust. Note that crusts alone do not warrant exclusion.
<b>Parvovirus B19</b>	<b>Infectious Period:</b>	Not infectious after that rash appears.
	<b>Exclusion Period:</b>	Exclusion not necessary.
<b>Conjunctivitis</b>	<b>Infectious Period:</b>	While eye discharge is present.
	<b>Exclusion Period:</b>	Exclude until discharge from eyes has ceased.





## MEDICAL

<b>Impetigo (School Sores)</b>	<b>Infectious Period:</b>	As long as there is discharge from untreated lesions.
	<b>Exclusion Period:</b>	Exclude for 24 hours after antibiotic treatment commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressings.
<b>Influenza</b>	<b>Infectious Period:</b>	Usually 1 day before onset of symptoms until 7 days after.
	<b>Exclusion Period:</b>	Exclude until symptoms have resolved.
<b>Measles</b>	<b>Infectious Period:</b>	About 4 days before to 4 days after rash appears.
	<b>Exclusion Period:</b>	Exclude for 4 days after the onset of rash, in consultation with Public Health staff.
<b>Pediculosis (head or body lice)</b>	<b>Infectious Period:</b>	Until lice (nits) and eggs are killed.
	<b>Exclusion Period:</b>	Exclude until after treatment has commenced and live lice are removed.
<b>Ringworm</b>	<b>Infectious Period:</b>	As long as lesions are present.
	<b>Exclusion Period:</b>	Exclude until person has received anti-fungal treatment for 24 hours.
<b>Rubella</b>	<b>Infectious Period:</b>	From 7 days before to at least 4 days after the onset of rash.
	<b>Exclusion Period:</b>	Exclude for 4 days after onset of rash.
<b>Scabies</b>	<b>Infectious Period:</b>	Until mites and eggs are destroyed.
	<b>Exclusion Period:</b>	Exclude until the day after treatment has commenced.
<b>Whooping Cough</b>	<b>Infectious Period:</b>	From the onset of running nose to 3 weeks after onset of cough.
	<b>Exclusion Period:</b>	Exclude for 14 days from onset of cough or for 5 days after starting antibiotic treatment.
<b>Glandular Fever</b>	<b>Infectious Period:</b>	Months.
	<b>Exclusion Period:</b>	Do not exclude.
<b>Diarrhoea</b>	<b>Infectious Period:</b>	Days to weeks.
	<b>Exclusion Period:</b>	Exclude until diarrhoea has ceased for 24 hours.

# MEDICAL



## Medication / Medical Conditions and Allergies

As part of the enrolment process, a Student Health Care Summary form is required to be completed for each child that provides the school with specific information regarding health needs. All allergies and medical conditions need to be identified. If your child has a health condition that requires medication or the school's support, the appropriate documentation will be provided for completion. We request that updates to action plans and medications are communicated with, and provided to the school to ensure we are working together to meet the needs of your child/ren.

Medications (e.g. antibiotics, analgesics, Ventolin) are not to be kept in children's school bags or in classrooms. Prescribed medications need to be brought to the Administration Office, parents are required to provide medication that is **within date**, in its **original packaging** and **labelled with your child's name** and this must be signed into the office by a parent or guardian. In addition to this, an Administration of Medication form is to be completed.





## CURRICULUM

### Business Plan

The Oakwood Primary School **Business Plan 2022—2025** outlines our strategic direction across three key areas for the next three years. The Business Plan was developed in collaboration with the community and identifies highly accountable targets, the associated milestones and defined strategies to ensure achievement.

The priority areas identified in order to achieve our school vision are:

#### ***Culture and Relationships***

Developing and enhancing a positive school culture and relationships are the foundation of our school. At Oakwood, we are committed to creating an environment that is welcoming, inclusive and celebrates the cultural diversity of our community. Quality relationships encompasses students, staff and the wider community. We engage in reciprocal conversations that ensures a range of voices can positively contribute to the culture of the school. We use the FiSH! Philosophy and cultural standards framework to foster a positive school culture and common language, where the entire school community understands what is meant by 'The Oakwood Way'.

#### ***Engagement and Wellbeing***

Engagement and wellbeing are inextricably linked. When students and staff are well, they engage in their work with greater focus, commitment and energy. When we have an environment of quality connection and engagement, people's wellbeing increases. At Oakwood, we believe that strong engagement within our school community will create conditions that strengthen student and staff wellbeing, which results in quality teaching and learning. We encourage a sense of agency that positions the locus of control for maintaining social-emotional wellness within each individual. The school aspires to be a hub of the community, which will involve parents, families and community partnerships in providing wrap around care and opportunities for all to be involved in the life of the school.

#### ***Successful Learners***

Successful learners are curious, happy, engaged and motivated. At Oakwood, we believe that success does not look the same for all. Our students are provided with many rich and purposeful opportunities to experience and celebrate success. Our students will develop an inquisitive, explorative and resilient approach to their learning, underpinned by high impact explicit instruction. This will enable them to build pathways for transferable learning experiences that connect with a love of lifelong curiosity. It is grounded in a child centred approach that embraces student interests and inspires them to achieve their best.

The Business Plan can be accessed on our website or on request from the Administration Office on request.



# CURRICULUM



## Pedagogical Framework

The Pedagogical Framework creates the structure around the philosophy of learning and teaching at Oakwood Primary School and ensures that 'Children are the heart of our school'. It is a set of guidelines relating to quality teacher practice and represents the way we ensure that all students have the opportunity to reach their potential. The pedagogical framework is designed to support teachers in the delivery of high quality teaching and learning with a key focus on impact, noting that success looks different for each child. We value research and evidence-based approaches and continually analyse the impact strategies and approaches are having, in regards to learning, through highly reflective collaborative practices.

## High Impact Explicit Instruction

At Oakwood Primary School we believe that High Impact Explicit Instruction is essential for the development and retention of critical content and skills across the curriculum, and particularly for literacy and numeracy. Our explicit instruction is implemented through consistent approaches which align with contemporary evidence and research relating to the Science of Reading and Learning. Our practice is guided through Teach Well professional development, and these approaches provide a solid base for all student learning. High Impact Explicit Instruction promotes transfer of information from short to long term memory, and supports the mastery of new concepts. This also makes it critical in underpinning our Oakwood Learning and Inquiry Learning Pedagogical Frameworks, to ensure that students have explicit opportunities for building their skill and knowledge base, supporting application to rich overarching concepts and reinforcement of learning through intentional play/student-driven learning.

## Oakwood Learning

Oakwood Learning is inspired by the latest research and evidence about Intentional Play which provides creative, open-ended opportunities to engage and sustain a wide variety of investigative learning and intentional play experiences. During this learning opportunity, students have the capacity to develop and practice skills in a way that is hands on, engaging and relevant to their everyday life. This child centred approach, which reflects the current interests and ideas of the students, provides rich opportunities where children are able to work alone or alongside each other in a space that promotes a sense of choice and belonging.

At Oakwood Primary School we highly value the importance of intentional play within our early childhood curriculum. Meaningful opportunities for children to explore through play throughout the day will be planned for in and outside of the classroom. These structured and free play experiences will support each child's development and learning as part of our curriculum.





## CURRICULUM

### Inquiry Learning

At the very heart of a young person's mind is the drive to seek meaning and knowledge about the world around them. At Oakwood Primary School we inspire this with all students, and are passionate about preparing each unique individual to be successful, impassioned and considerate global citizens who value life-long learning and can think flexibly, creatively and innovatively.

One aspect of our teaching and learning approach in Years 3 - 6 at Oakwood Primary School is the incorporation of inquiry-based education. Through inquiry we position students to consider issues from multiple perspectives and angles, deepening both empathy and respect for the world around us and its many components. We present students with issues that may have no solution, or to think critically about situations with real-world ethical conundrums. We remind students that they have a voice and we open pathways of opportunities for them to use it. Inquiry learning encourages connections with the local community as well as the wider global connections.

Explicit teaching of concepts and curriculum is an essential element of the inquiry approach that underpins quality learning. When it is weaved purposefully throughout inquiry cycles, it develops a strong groundwork for students to base their understanding of concepts on. It is from the explicit skills, knowledge and conceptual understanding that students and teachers both then have the support and structure to move throughout the inquiry process, tailoring learning to student interests where possible and giving students scaffolded opportunities to use their understandings and abilities in a purposeful and meaningful way. The results of this see students who are empowered to explore, highly motivated to learn, pursue out-of-the-box thinking and are enthusiastic about sharing their journeys of learning, discovery and outcomes.

### Students at Educational Risk

At Oakwood Primary School we have processes in place to identify and support students at educational risk to progress towards the achievement of their academic, behavioural and social-emotional goals. This process may involve the staff, parents and agencies working together to develop, implement and monitor Individual Education and/or Behaviour using plans to address the specific needs of the child.

Effective communication is vital and regular meetings will be conducted to share information, strategies, plans and progress. Follow up actions will be communicated as identified during these meetings in a timely manner.



# CURRICULUM



## School Psychologist

Some students at educational risk might have educational needs that require the additional services of the School Psychologist. Any referral to the School Psychologist will be done in consultation with parents and case conferences will be scheduled to ensure we are working together to appropriately meet the needs of the child. Case conferences will be chaired by our Learning Support Coordinator.

## National Quality Standards

The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care, and outside school hours care services in Australia. The NQS brings together the 7 key quality areas that are important to outcomes for children.

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The NQS contains 18 standards with two or three standards in each quality area. These standards are high-level outcome statements. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

The development of the *National Quality Standard* was informed by research on best practice and the way in which high-quality education and care contributes to positive outcomes for children. The Organisation for Economic Co-operation and Development identifies aspects of quality that are critical to the provision of early childhood education and care services. These aspects include educational concept and practice, structural quality, interactions between educators and children and targeting services to meet the needs of families and local communities. These aspects of quality are reflected in the *National Quality Standard*.

At Oakwood Primary School we are committed to providing the highest quality Early Childhood Education for your child/ren.





# CURRICULUM

## Building and Facilities

Oakwood Primary School was built in 2018 as a purpose built facility. The school consists of an Administration Block, a well equipped Early Childhood Block and three Primary Teaching Blocks, a Library, Staff Room, Covered Assembly Area with canteen facilities, a specialist Music Room, a fully equipped Art Room and a Sensory Room. The school also has 21 transportable classrooms across Early Childhood and Primary learning areas, including 1 that houses our out of hours care provision through Fun-a-rama. The school is currently capable of catering for up to 930 students in 2024.

The grounds consist of a shared use oval with cricket nets, tennis and basketball courts, shaded play equipment, sandpits, a nature play space and extensive grassed areas. Trees provide natural shade and interest and students can interact with the pieces of art work that are found around the school. Parking is available in two locations, accessed on Oakwood Gate and Broadstone Vista, with a Kiss and Drive area set up on Pineknoll Gardens. A supervised crossing area is also in operation on Broadstone Vista to support road safety.

All classrooms have energy efficient solar tubes that provide bright, natural light to all learning spaces. In addition, solar panels on the roof ensure that a focus is maintained on sustainability in regards to energy usage.





# Oakwood

PRIMARY SCHOOL



♥ Learning with heart

