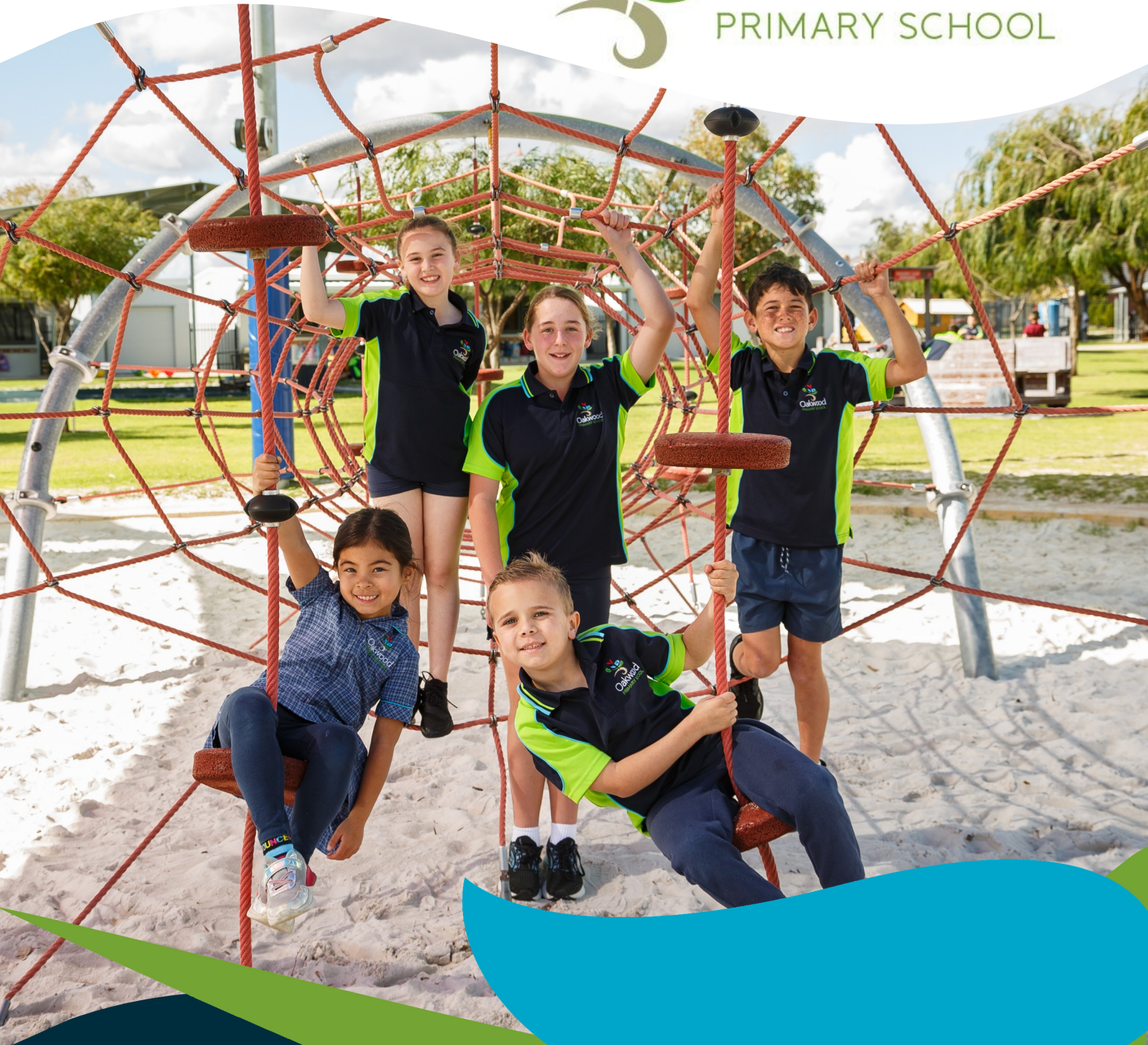




Oakwood
PRIMARY SCHOOL



PARENT INFORMATION
Pre Primary to Year 6 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.

Visible Learning for Mathematics (2017) Hattie, Fisher & Frey

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.

feedback

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*.



♥ Learning with heart

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

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*.

LEARN

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.

CONTENTS



WELCOME

Principal's Welcome	4
School Details	5
Vision	5
Motto	5
Logo	6
Factions	6

ADMINISTRATION

Term Dates	7
School Day Times	7
Enrolment	8
Custody of Children	8
Voluntary Contributions/Charges/ Items for Personal Use (Booklists)	8

RELATIONSHIPS

Communication	9
Compass	9
Newsletters	9
Assemblies	10
Positive Behaviour Support	10
FISH! Philosophy	10-11
Reporting to Parents	11
Parent Involvement	12
Attendance	13

PROCEDURES / POLICIES

School Uniform Policy	14
Homework	14
Crunch & Sip	15
Waste Wise Wednesdays	15
Collection of Children	15
Out of Hours Care	16
Bicycles / Scooters	16
Mobile Phones	16
Visitors	16
Lost Property	17
Personal Belongings	17
No Smoking	17
Pets - Dogs	17
Kiss and Drive	17

MEDICAL

Accidents and Illness	18
Infectious Illnesses	18-19
Medications/Medical Conditions	20

CURRICULUM AND PROGRAMS

Business Plan 2022—2025	21
Pedagogical Framework	22
High Impact Explicit Teaching	22
Oakwood Learning	23
Inquiry Learning	24
Students at Educational Risk	24
School Psychologist	25
National Quality Standards	25
Western Australian Curriculum	26
Buildings and Facilities	27





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





WELCOME

Principal:	Will Davis
Deputy Principals:	Bree Van Beek - ECE Mary Hunt (Tuesday-Friday) - Year 1-3 Dan Turner - Year 4-6
Learning Support Coordinator:	Beth Foster
Manager of Corporate Services:	Monique Tennyenhuis
Street Address:	1 Oakwood Gate, Meadow Springs WA 6210
Email:	oakwood.ps@education.wa.edu.au
Website:	www.oakwoodps.wa.edu.au
Phone Number:	08 9586 7600
Office Hours:	Monday—Thursday: 8:00am — 4:00pm Friday: 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 school's goal of creating a welcoming, caring, empowering and fun education community.



WELCOME



Logo

The Oakwood Primary School logo encompasses the school's 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).

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 Wednesday each week.



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
- 11:00am—11:25am** **Lunch Play**
- 11:25am—11:40am Eating time
- 11:40am—1:40pm Instructional time
- 1:40pm—1:55pm** **Recess**
- 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 each year to ensure value for money and quality items.



RELATIONSHIPS

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



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.



RELATIONSHIPS



Assemblies

School assemblies provide the opportunity for students to present to the school community and share classroom learning experiences. Parents are invited to attend these assemblies which are held on Friday afternoons commencing at 2:00pm. Junior assemblies (Year 1 to Year 3) and Senior assemblies (Year 4 to Year 6) are held on alternate weeks.

Certificates of merit will be awarded to students at each assembly with parents of recipients notified at least 2 days prior.

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 identified behaviour expectations, reflective of our values and provide a common language throughout the school.



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**



RELATIONSHIPS

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!

Choose 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.

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.

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

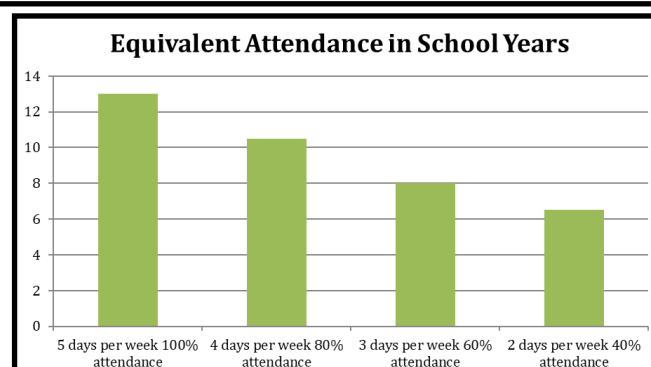
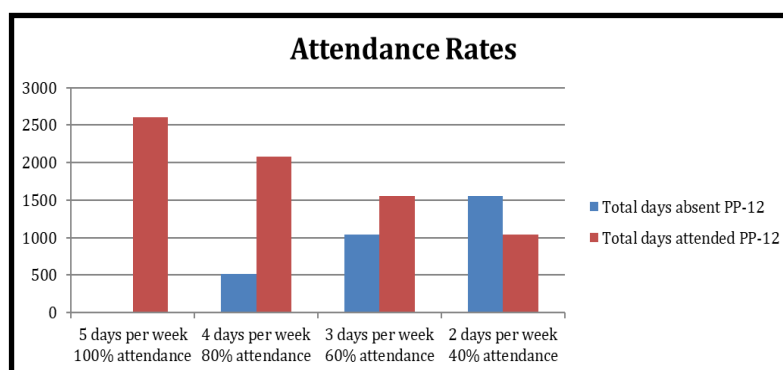
Attendance

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 provide notification indicating 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 on Wednesdays each week. The full uniform range is available for purchase at:

Perm-A-Pleat

Unit 2/76 Reserve Drive,
Mandurah WA 6210
Phone: (08) 9500 3036

Email: mandurah.retail@permableat.com.au

Opening Hours

Tuesday, Wednesday, Friday: 9:00am-5:00pm
Thursday: 10:00am-6:00pm
Saturday: 9:00am-1:00pm

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.

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/guardians are required to present at the front office before picking up child/ren from their classroom/s, a leave pass will be issued, students will be signed out on the school system by office staff, and parents/guardians are required to collect students from the classroom. 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.

Mobile Phones

Students are not encouraged to bring mobile phones to school. However, where parents request that their child does need to have a mobile phone while travelling to and from school, during school hours the phone must be switched off before they enter the school grounds and given to the classroom teacher. The school takes no responsibility for mobile phones, inclusive of damage or theft. Parents needing to make emergency contact with their child during school hours are requested to do so through the Administration office.

Visitors

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



POLICIES AND PROCEDURES

Lost Property

A container of lost property (such as clothing) will be located outside of the Admin block. 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.

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.

Kiss and Drive

The Kiss and Drive facility is intended to free up parking spaces as families who use it don't require to park and have a positive impact on traffic flow around our school. It is vitally important that the one way loop is used for accessing the kiss and drive or parking bays on Pineknoll Gardens as shown on the diagram. If you are intending to use the Kiss and Drive zone, please discuss this with your child prior to doing so to ensure they are clear on where to wait. We ask that parents/carers do not park in the Kiss and Drive bays. Please note that the Broadstone Vista carpark **does not** have a Kiss and Drive facility.

Kiss and Drive 

Parking Bays 



MEDICAL



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:

Chicken Pox	Infectious Period:	From 2 days before rash appears until vesicles have formed crust.
	Exclusion Period:	Exclude for at least 5 days after vesicles (rash) appear and until vesicles have formed crust. Note that crusts alone do not warrant exclusion.
Parvovirus B19	Infectious Period:	Not infectious after that rash appears.
	Exclusion Period:	Exclusion not necessary.
Conjunctivitis	Infectious Period:	While eye discharge is present.
	Exclusion Period:	Exclude until discharge from eyes has ceased.
Impetigo (School Sores)	Infectious Period:	As long as there is discharge from untreated lesions.
	Exclusion Period:	Exclude for 24 hours after antibiotic treatment commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressings.
Influenza	Infectious Period:	Usually 1 day before onset of symptoms until 7 days after.
	Exclusion Period:	Exclude until symptoms have resolved.



MEDICAL

Measles NOTIFIABLE	Infectious Period:	About 4 days before to 4 days after rash appears.
	Exclusion Period:	Exclude for 4 days after the onset of rash, in consultation with Public Health staff.
Pediculosis (head or body lice)	Infectious Period:	Until lice and eggs (nits) are killed.
	Exclusion Period:	Exclude until after treatment has commenced and live lice are removed.
Ringworm	Infectious Period:	As long as lesions are present.
	Exclusion Period:	Exclude until person has received anti-fungal treatment for 24 hours.
Rubella	Infectious Period:	From 7 days before to at least 4 days after the onset of rash.
	Exclusion Period:	Exclude for 4 days after onset of rash.
Scabies	Infectious Period:	Until mites and eggs are destroyed.
	Exclusion Period:	Exclude until the day after treatment has commenced.
Whooping Cough	Infectious Period:	From the onset of running nose to 3 weeks after onset of cough.
	Exclusion Period:	Exclude for 14 days from onset of cough or for 5 days after starting antibiotic treatment.
Glandular Fever	Infectious Period:	Months.
	Exclusion Period:	Do not exclude.
Diarrhoea	Infectious Period:	Days to weeks.
	Exclusion Period:	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.

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www.allergy.org.au

ACTION PLAN FOR Anaphylaxis
For use with EpiPen® Adrenaline Autoinjectors

Name: _____
Date of birth: _____

Photo: _____

Confirmed allergen: _____

Asthma: Yes No

Family/emergency contact name(s): _____

Work Pt: _____
Home Pt: _____
Mobile Pt: _____

Plan prepared by: _____
Dr: _____
Signed: _____
Date: _____

MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of a severe allergic reaction to insects)

ACTION

- For insect allergy, flick out sting if visible. Do not remove ticks.
- Stay with person and call for help
- Locate EpiPen® or EpiPen® Jr
- Give other medications (if prescribed)
- Dose: _____
- Phone family/emergency contact

Mild to moderate allergic reactions may or may not precede anaphylaxis

Watch for **any one** of the following signs of anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION

- Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.
- Give EpiPen® or EpiPen® Jr
- Phone ambulance* 000 (AU), 111 (NZ), 112 (mobile)
- Phone family/emergency contact
- Further adrenaline doses may be given if no response after 5 minutes (if another adrenaline autoinjector is available)

If in doubt, give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally. If uncertain whether it is asthma or anaphylaxis, give adrenaline autoinjector FIRST, then asthma reliever.

EpiPen® is generally prescribed for adults and children over 5 years.
EpiPen® Jr is generally prescribed for children aged 1-5 years.
*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

Additional information: _____

Note: This is a medical document that can only be completed and signed by the patient's treating medical doctor and cannot be altered without their permission.

© ASCIA 2016. This plan was developed by ASCIA.

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www.allergy.org.au

ACTION PLAN FOR Allergic Reactions

Name: _____
Date of birth: _____

Photo: _____

Confirmed allergen: _____

Family/emergency contact name(s): _____

Work Pt: _____
Home Pt: _____
Mobile Pt: _____

Plan prepared by: _____
Dr: _____
Signed: _____
Date: _____

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy - freeze dry tick and allow to drop off
- Stay with person and call for help
- Give other medications (if prescribed)
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough
- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

- Lay person flat - do NOT allow them to stand or walk - If unconscious, place in recovery position
- If breathing is difficult allow them to sit
- Give adrenaline (epinephrine) autoinjector if available
- Phone ambulance - 000 (AU) or 111 (NZ)
- Phone family/emergency contact
- Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST if available, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed:

Note: This ASCIA Action Plan for Allergic Reactions is for people with mild to moderate allergies, who need to avoid certain allergens. For people with severe allergies (and at risk of anaphylaxis) there are ASCIA Action Plans for Anaphylaxis, which include adrenaline (epinephrine) autoinjector instructions. Instructions are also on the device label.

Note: All EpiPen® should be held in place for 3 seconds regardless of instructions on device label.

© ASCIA 2017. This plan was developed as a medical document that can only be completed and signed by the patient's medical or nurse practitioner and cannot be altered without their permission.





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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, parents, 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 it means 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.

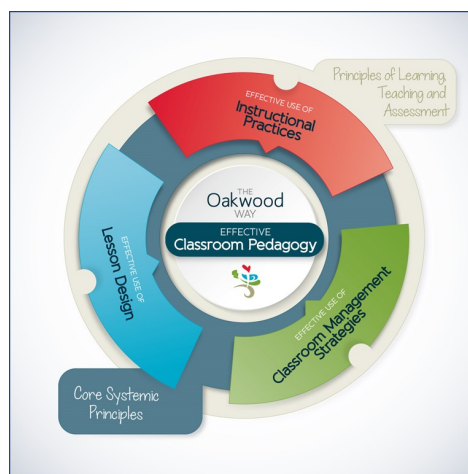
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Pedagogical Framework

The Pedagogical Framework creates the structure around the philosophy of learning and teaching at Oakwood Primary School and ensures that 'Children are at 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.



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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.

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Children are the heart of our school

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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 PS 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 PS 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 interest 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.



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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 Standard

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.

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Western Australian Curriculum

The Pre-Primary to Year 6 curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which all schools use to plan student learning programs, assess student progress and report to parents.

The Western Australian curriculum encompasses the **Australian Curriculum and Reporting Authority's (ACARA)** English, Mathematics and Science curriculums. In addition, year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages remain broadly consistent with the Australian curriculum but have been contextualized to make them more suitable for Western Australian students and teachers.

For more information or to view the full curriculum you can visit the **School Curriculum and Standards Authority (SCSA)** website: <https://k10outline.scsa.wa.edu.au>





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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 950 students in 2026.

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 Drop 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

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