

# Carson Street School



Carson Street School is an Independent Public School

## Parent Handbook 2019

expert staff | exceptional programs

---

---

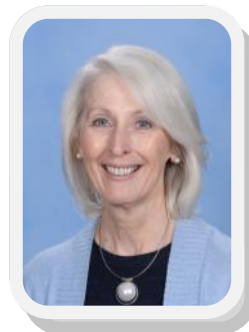
Dear Parents and Guardians,

This handbook is designed to give general information about the school and allied organisations. It seeks to answer some of the many questions parents frequently ask and to outline activities related to the school.

Our school community will need your help to maximise its potential. A partnership among parents, staff and children is vitally important. Please help to foster this partnership by attending school functions and monitoring your child's progress. If you have the time, please volunteer to work with us in some capacity i.e. join the P&C or School Board and help advocate on behalf of our students.

We hope you will find this information useful. Please call if you have questions or concerns.

Ros Hamling  
Principal



### Term Dates 2019

Term 1: Monday 4 February - Friday 12 April

Term 2: Tuesday 30 April - Friday 5 July

Term 3: Tuesday 23 July - Friday 27 September

Term 4: Tuesday 15 October - Thursday 19 December

## The 2019 School Year

### School Development (student-free) Days:

Thursday 31 January and Friday 1 February

Monday 29 April

Monday 22 July

Monday 14 October

### Public Holidays:

- ♦ Monday 28 January - Australia Day public holiday
- ♦ Monday 4 March - Labour Day
- ♦ Friday 19 April - Good Friday
- ♦ Monday 22 April - Easter Monday
- ♦ Thursday 25 April - Anzac Day
- ♦ Monday 3 June - Western Australia Day
- ♦ Monday 30 September - Queen's Birthday



# School Operations

## SCHOOL HOURS

School hours are from 8.35 to 2.45pm.

8.30am	Arrive
11.00am - 11.15am	Recess
1.00pm - 1.30pm	Lunch
2.30pm - 2.45pm	Home time



## PARENT PARKING AND ACCESS

Parent parking is off Carson Street, close to the intersection with Langler Street. Please note the gate into the school off Carson Street at the end of Patricia Street will be locked between 9:00am and 2:00pm for the safety of the students. Access is always available through the front office.

## CONTRIBUTIONS AND CHARGES

In accordance with the Department of Education Contributions, Charges and Fees Policy (Sept 2001), schools can request up to a maximum contribution of \$60.00 for years K-6.

**Contributions:** The contribution for our school of \$60 is voluntary and the funds are used towards the cost of materials, services and facilities used by students in the educational program. We request that this be paid as soon as possible at the start of the year.

**Charges:** The term 'charges' refers to the provision of Charges for Specific Programs which are a part of an education program and which Contributions do not cover. The 2019 Charges for Specific Programs, which have been approved by Carson Street School Board, are the incursions and excursions. The estimated costs are at an upper limit and will not exceed this amount. **These do not need to be paid until your child's teacher asks for the money.** If a particular event does not occur within the school year no charges will apply. (Examples of charges: excursions etc.)

Contributions and charges can be paid directly into the school's bank account:

BANK:	Commonwealth Bank
A/C NAME:	Carson Street School
BSB:	066 040
A/C No:	1990 1199

*Please always put your child's name and what the money is for in the reference section.*



## SCHOOL BUS SERVICES

Buses bringing students to school have to run to a tight schedule. It is therefore requested that students be at their pick up points by the specified time.

The School Bus Services advises drivers that they are **not** obliged to:

- a) toot the horn
- b) wait for children who are not ready.



For their part, the drivers will attempt to keep as close as possible to the scheduled pickup times. Your cooperation in this matter would be appreciated.

School Bus Services has responsibility for the organisation of all school buses and can be contacted on 9326 2136 or [www.schoolbuses.wa.gov.au](http://www.schoolbuses.wa.gov.au)

**Application and changes to bus transport requirements must now be made online at [www.schoolbuses.wa.gov.au/Parents/How to apply](http://www.schoolbuses.wa.gov.au/Parents/How%20to%20apply) and take 10 working days to complete.**

## REGIONAL EDUCATION OFFICE

The Department of Education has eight education regions across the state. Carson Street School is part of the South Metropolitan Education Regional Office.

84 Hampton Road, Beaconsfield.

Phone: 9336 9563

Email: [southmetropolitanERO.admin@education.wa.edu.au](mailto:southmetropolitanERO.admin@education.wa.edu.au)

## SCHOOL BOARD

Briefly, the role of the board is:

- to exercise general oversight of the conduct and curriculum of the school (subject to Department of Education Guidelines)
- to assist in areas like finance, review of the school site and buildings, furniture and equipment, and policies.
- to help the school to establish good community relations and to reduce prejudice and misunderstandings about physical and intellectual disabilities.

The board meets each term and are an influential lobbying group with outside bodies. An annual public meeting of the School Board is held during Term 2, Thursday 6 June 2019 at 8:30am. All are invited. If you would like to attend please rsvp to [corina.botica@educaton.wa.edu.au](mailto:corina.botica@educaton.wa.edu.au).

Community members are co-opted when necessary.

Current members of the School Board are:

*Chair:* Les Ozsdolay

*P&C Rep:* Liz Green

*CECWA Rep:* Diana Guttridge

*Parent Rep:* Lisa Wells

Lisa Anderson

*Staff Reps:* Ros Hamling (Principal)

Peter Salleo (Deputy Principal)

Corina Botica (Manager Corporate Services)

Shona Ballantyne (CE Co-ordinator)

Sara O'Neill (Education Assistant)

*Community Reps:* Kate Doust MLC

Sue Carpenter (ex Dept of Education)

Lynne Anderson (Vanquip)

John Exeter, former Principal



## COMPLAINTS MANAGEMENT

Parents are initially asked to see the class teacher about any problem that has arisen regarding their child. If the problem remains unresolved parents are asked to contact the Principal and formalise the complaint in writing. The issue will be investigated and a written response will be completed. Complaints arising at an Independent Public School will be managed where possible at the school level. However, should parents remain dissatisfied, they may contact the South Metropolitan Regional Education Office (Phone: 9336 9563) for advice. In those exceptional circumstances where a complaint relates to the alleged improper conduct of a department employee, the complaint should be forwarded in writing to:

PRIVATE & CONFIDENTIAL

Executive Director, Professional Standards and Conduct

Department of Education and Training

151 Royal St

East Perth WA 6004

## DISABILITY RESOURCING SYSTEM (formerly known as Schools Plus)

An individual Disability Allocation will be provided to schools to support students with special educational needs that meet eligibility criteria. This allocation provides teacher time and education assistant time to the school.

The Disability Allocation will be aligned with each student's assessment and takes into account four determining factors:

- the students disability
- their degree of disability
- the teaching and learning adjustments they will require, and
- school type.

There are seven levels of funding and each level generates a different financial resource. *Please note: A diagnosis of Intellectual Disability may not be sufficient to meet eligibility required for an individual Disability Allocation.*

Eligibility requirements for an individual Disability Allocation requires evidence that includes:

- two consecutive assessments of cognitive functioning that meet the criteria for diagnosis
- assessment of adaptive behaviour functioning, and
- verification of eligibility signed by a Lead School Psychologist detailing the current disability severity level.

The responsibility for the determination of eligibility lies with the School Psychology Service. The Disability Allocation process generally begins in Kindergarten and subsequent reviews occur in Pre-Primary, Year 3, Year 7 and Year 9. You will be contacted by the School Psychologist or school staff if your child is undertaking a review.

It is essential that the school has recent, relevant reports for this process. The information required may come from a variety of sources including reports on your child's diagnosis, cognitive assessments, medical and therapy reports and reports from Disabilities Services Commission or other agencies. Information can be sent to the school with your child in a sealed envelope. A photocopy of the document(s) will be added to your child's school file and the envelope returned home the same day. If you prefer to bring the information to school please do so.

The Department of Education respects the right to privacy. All information collected during the Disability Allocation review process is confidential, in accordance with the *Information Privacy and Security Policy (2001)*.

## INCLUSIVE SCHOOLING

It is important to recognise that Carson Street School forms part of the whole spectrum of educational provision for children in the South Metropolitan region. Links between Carson Street School and local mainstream establishments are viewed as reciprocal in that, wherever possible, they should provide mutual benefits. This may occur in the following way:

- Small groups which meet for a particular aspect of the curriculum or for social activities
- Students from secondary schools who come to Carson Street School as part of their community or work experience programs.
- Satellite Classes in regular school settings.

## PARENTS AS PARTNERS

School staff sincerely believe that the influence of a student's family is extremely important to his/her progress and achievement, therefore cooperation between the home and the school is a vital part of your child's education.

## RELEASE OF INFORMATION

A non-custodial parent has the same rights and has the right to copies of notices, calendars, conferences, report cards, and other school communications unless a court issues an order limiting those rights. A non-custodial parent must request, annually, such communication in writing and include a correct address and telephone number.



## SCHOOL PSYCHOLOGIST

A Department of Education psychologist is available to parents on request. Appointments can be made by contacting the school. The School Psychologist is also responsible for undertaking periodic assessments of the students as part of the Disability Resourcing eligibility process. Parents will be informed prior to the review taking place, and may also be required to attend case conferences. We currently have a school psychologists onsite across three days: (Monday, Wednesday & Thursday).

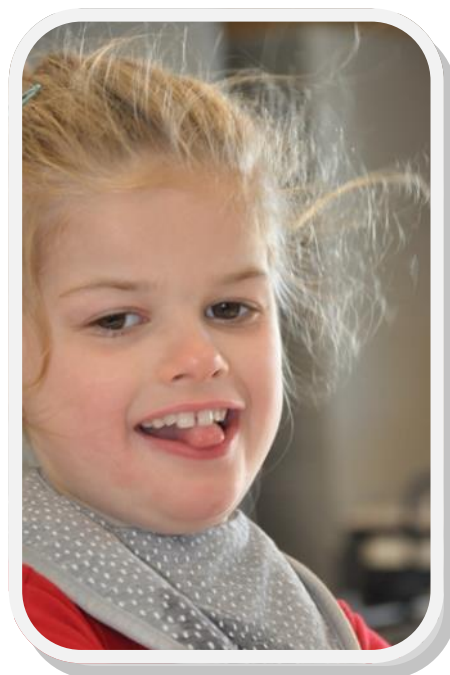
## CARSON STREET SCHOOL DEDUCTIBLE GIFT FUND

Donations over \$2.00 to the deductive gift fund are tax deductible, and can be made by cheque or a direct deposit to the following account:

*Carson Street School Gift Fund*

*Bank: Commonwealth BSB: 066 040 A/C No: 1990 1711*

*Please always put your child's name and what the money is for in the reference section*



## STAFF MEETINGS

Staff meetings are held twice each term on a Wednesday from 2.45 pm onwards, leaving no disruption to the teaching day.

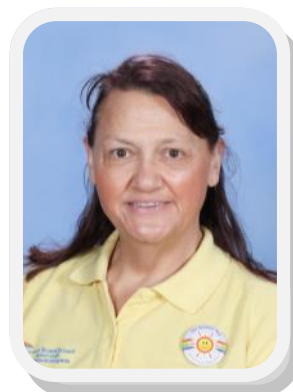
## COMMUNITY SUPPORT / YOUTHCARE CHAPLAIN

Our Community Support /YouthCARE Chaplain, Marian Tetlow, has a background in teaching and from personal experience understands what it is like to care for a disabled child with high care needs. Marian joined YouthCARE four years ago and has now been working at Carson Street School for a total of six years.

A YouthCARE Chaplain provides pastoral care and support to staff, families and students. The Chaplaincy or Community Support Programme at Carson Street School aims to provide pastoral care in the following ways:

- Providing opportunity for confidential chats and a listening ear to any who need one
- Refers for extra help where needed
- Run and organize parent networking opportunities including liaising with service providers, information morning/afternoon teas and Family Get-togethers
- Attends and reports to P&C meetings
- Supports the value Rainbow Way programme of the school and informal interactions with students
- Supports and contributes to the Staff Wellbeing Team and activities
- The Chaplain is also available for classroom support such as being an extra pair of hands where needed.

Marian works at the school on Tuesdays and Wednesdays and can be contacted through the school office on 9361 7500; mobile 0432 570 768 or by emailing [marian.tetlow2@education.wa.edu.au](mailto:marian.tetlow2@education.wa.edu.au)





## Our Culture

### ***The Rainbow Way – Promoting a Safe, Supportive and Inclusive School Culture.***

Here at Carson Street, our purpose is to *empower students for life*; our mission is to *help every child shine*; and our vision is to be *recognised as a school of excellence for empowering students with disabilities*.

We recognise that to help achieve these three objectives we need to create a **Safe, Supportive and Inclusive School Culture** that is inviting, engaging and inspiring for all members of our school community.

This is why we created ***The Rainbow Way***.



A culture can be simply defined as 'the way we do things around here'. The Rainbow Way infographic provides a graphic representation of the 'the way we do things' here at Carson Street School. It has been designed to be inviting, engaging and inspiring for staff, students, parents and the community, to be clear and simple so that everybody knows and understands it.

We strongly encourage parents to learn the key messages of The Rainbow Way and to role model and reinforce them at home.



### **The Smiling Sun represents Our Mission - *Helping every child shine.***



The Smiling Sun reminds our school community that our core focus is to develop the attitudes, knowledge, skills and behaviours that will enable them to achieve their highest potential - at whatever level that may be. A person is *shining* when they are positive and doing their best, and is equally relevant for staff, parents and students.

***We encourage parents to role model shining at home, encourage their children to do the same and praise them when they do.***

### **Youcan the Toucan represents Our Key Mindset - *Yes I Can!***



Youcan the Toucan reminds our school community that in order to *shine* we need to have a positive attitude and be prepared to 'have a go'. We need to push through the mental barriers that stop us from achieving our potential, like a lack of self-belief or motivation. *Yes I Can!* is equally relevant for staff, parents and students.

***We encourage parents to role model the Yes I Can! mindset at home, encourage their children to do the same and praise them when they do.***

### **The Rainbow represents Our Key Values - *The 6 Kinds of Best***



The Rainbow and its colours serve as a reminder for our school community about the universal set of knowledge, skills and behaviours that will help us *shine*. For each of the *6 Kinds of Best* there is a number of Golden Habits. These describe key behaviours we should aspire to that will help us achieve our potential and *shine*.

*The 6 Kinds of Best* are taught both directly and indirectly at school, and classes make up their own 'Golden Habits' according to the abilities of the students in the class. *The 6 Kinds of Best* are equally relevant for staff, parents and students.

***We encourage parents to role model the 6 Kinds of Best at home, encourage their children to do the same and praise them when they do.***

Carson Street School would like to acknowledge David Koutsoukis from the Exceptional Teams Academy for his assistance with the development of school culture and the Rainbow Way. David is the creator of the Six Kinds of Best program we have been using for many years.



**Carson Street School**  
expert staff exceptional programs

# Our Golden Habits



Be Kind to Yourself	Be Kind to Others	Be Kind to the Environment	Be the Learning Kind	Be the Achieving Kind	Be the Community Kind
<ol style="list-style-type: none"> <li>1. Be proud of your uniqueness.</li> <li>2. Develop a sense of identity (know what is important to you).</li> <li>3. Know your strengths and work on your weaknesses.</li> <li>4. Exercise regularly.</li> <li>5. Eat well.</li> <li>6. Sleep well.</li> <li>7. Take time to relax.</li> <li>8. Minimise risks.</li> <li>9. Keep learning and growing.</li> <li>10. Strive for success (and get some ego food).</li> <li>11. Love, and value the love of others.</li> <li>12. Develop a circle of quality friends.</li> <li>13. Stand up for yourself (be confident but humble).</li> <li>14. Make good choices.</li> <li>15. Forgive yourself if you make mistakes.</li> <li>16. Be positive.</li> <li>17. Be useful.</li> <li>18. Have some fun.</li> <li>19. Be proud of the things you say and do.</li> </ol>	<ol style="list-style-type: none"> <li>1. Value relationships.</li> <li>2. Respect the rights of others.</li> <li>3. Be polite and use good manners.</li> <li>4. Praise people who do things well.</li> <li>5. Develop good people skills.</li> <li>6. Work at building and maintaining relationships.</li> <li>7. Be tolerant and understanding of difference.</li> <li>8. Respect other points of view (even if you don't agree with them).</li> <li>9. Don't bully or put others down.</li> <li>10. Seek a fair go for all.</li> <li>11. Manage and resolve conflict.</li> <li>12. Cooperate and be a team player.</li> <li>13. Support and include others.</li> <li>14. Value family life.</li> <li>15. Treat others the way they need to be treated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clean up after yourself.</li> <li>2. Keep the land, air and waterways clean.</li> <li>3. Recycle and don't waste.</li> <li>4. Save water.</li> <li>5. Conserve energy.</li> <li>6. Care for natural habitats, wildlife and endangered species.</li> <li>7. Use environmentally friendly products.</li> <li>8. Consider environmentally friendly energy sources.</li> <li>9. Consider using resources that can be replaced (sustainable development).</li> <li>10. Value our cultural heritage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be positive about learning.</li> <li>2. Seek knowledge about yourself, others and the world around you.</li> <li>3. Recognise the value of knowledge.</li> <li>4. Have an enquiring mind – be curious (ask questions).</li> <li>5. Determine how you learn best (learning styles).</li> <li>6. Have an open mind</li> <li>7. Be a critical thinker.</li> <li>8. Have a global perspective.</li> <li>9. Seek learning opportunities everywhere.</li> <li>10. Learn from your mistakes.</li> <li>11. Keep learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a goal</li> <li>2. Try lots of different things.</li> <li>3. Discover what you're good at and enjoy doing.</li> <li>4. Do things to the best of your ability..</li> <li>5. Pursue quality and personal excellence.</li> <li>6. Use your talents.</li> <li>7. Develop a sense of purpose.</li> <li>8. Manage your time effectively.</li> <li>9. Manage your money wisely.</li> <li>10. Set worthwhile goals and make plans to achieve them.</li> <li>11. Show persistence and self discipline to achieve your goals.</li> <li>12. Look at different ways of doing things – creativity and innovation.</li> <li>13. Develop good communication skills.</li> <li>14. Seek good role models.</li> </ol>	<ol style="list-style-type: none"> <li>1. Behave responsibly.</li> <li>2. Respect authority.</li> <li>3. Follow rules.</li> <li>4. Be honest and seek the truth.</li> <li>5. Show integrity - develop a sense of what's morally and ethically right, and act that way.</li> <li>6. Be useful.</li> <li>7. Get involved in the community.</li> <li>8. Strive for justice and a "fair go" for all.</li> <li>9. Share with and care for those in need.</li> <li>10. Support freedom.</li> <li>11. Strive for peace.</li> </ol>

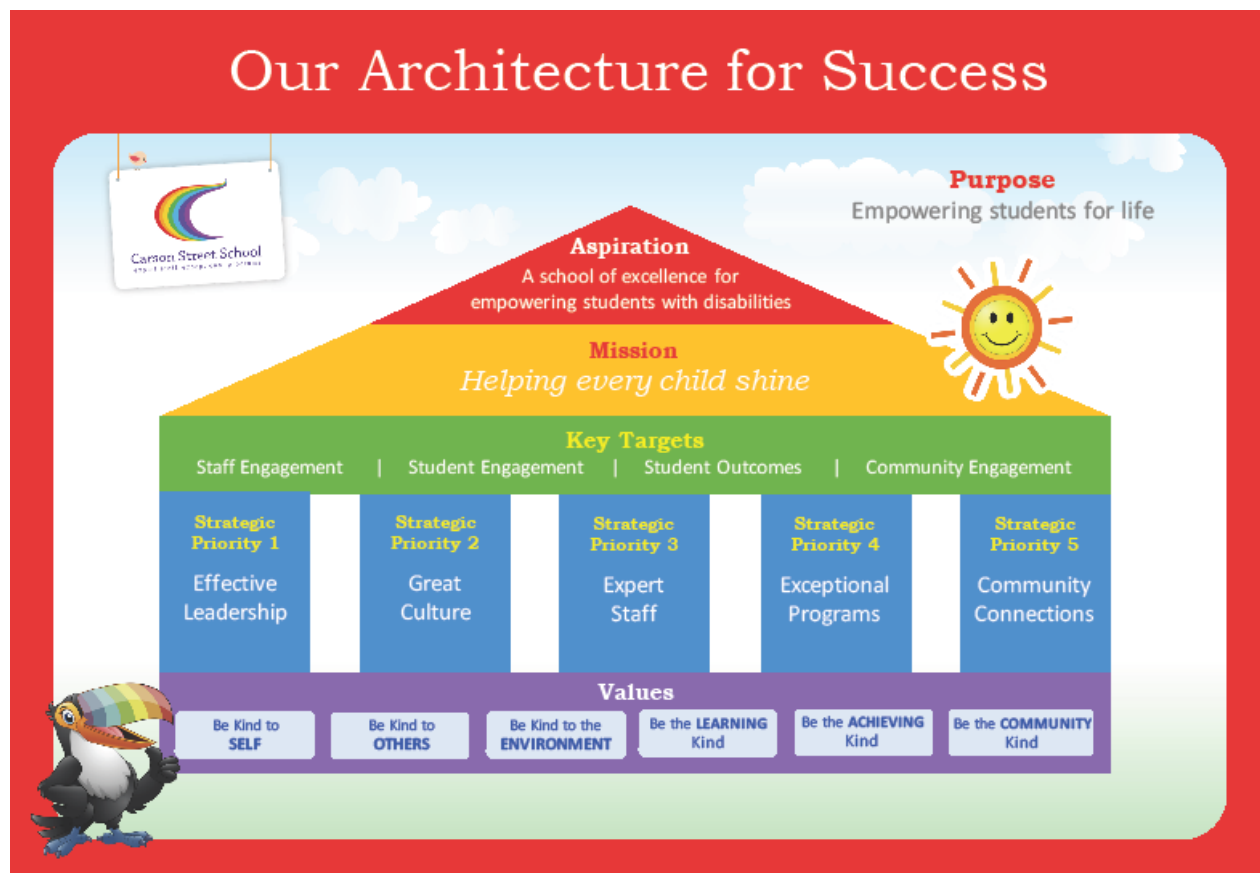


**Golden Habits**

## Programs & Curriculum

### STRATEGIC OUTLINE

Our school development strategy, called *Our Architecture for Success* keeps us focussed upon our school vision and values and aligns us to the Department of Education's strategic plans. Areas for strategic development can be viewed in the diagram below.



### TEACHING AND LEARNING

Carson Street strives to provide an active and inclusive culture for learning. Our focus on individual needs and abilities is achieved by maintaining strong partnerships with parents and the wider community including allied service providers and health professionals. This highly valued partnership in the learning process ensures that the academic, physical, emotional and behavioural needs of each child are recognised and supported.

A comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities is provided through our holistic approach to student learning and achievement. We focus on providing our students with a broad range of learning opportunities that respond to the diversity of their individual needs and abilities.



Our students require significant educational adjustments and student performance is monitored against individualised education plans known as IEP's. Parent/teacher interviews are held at the beginning of each year and revised at the end of first semester.

### REPORTING TO PARENTS

Student reports are provided to families at the end of each semester. Carson Street uses the Department of Education's online system *Reporting to Parents: Special Education Needs* for the recording of student achievement.



### LEARNING PATHWAYS AND SPECIALIST PROGRAMS

The school sets high expectations for student learning. The culture of the school is to support and challenge students in all aspects of their development. In order to strategically support the diversity of our students educational needs a range of evidence based programs are offered to pre-compulsory and school-aged children.

### SCHOOL AGED PROGRAMS

Conductive Education Program (CE)

Aspects of Conductive Education Program (ACE)

**THRIVE:** Teaching How to Reach Independence Via Education

**REACH:** Rainbow Way, Explicit Teaching, All-Inclusive program for Carson Street students, Hosted at Belmay Primary School

### CONDUCTIVE EDUCATION

Conductive Education (CE) is an holistic system of education which was established by Professor András Pető in Hungary in 1945. It is an integrated pedagogical/educational system, which enables people with damage to the central nervous system to learn how to overcome the challenges they face. Although the primary disability may be of a physical nature, this impacts on all areas of development including; cognition, social skills, health, emotional development, perceptual abilities, speech and language. These conditions therefore cannot be seen as isolated physical disabilities.

Those who have a disability of a neurological origin benefit from Conductive Education. Through education, Teacher/Conductors teach the skills which lead the student to work with their motor disabilities, moving towards increased independence. Students are encouraged to be active participants in their learning, leading to active personalities.

## THRIVE Program

THRIVE classrooms provide an environment and curriculum that supports students to develop the knowledge, understanding and skills to manage their engagement in learning and their social and emotional development. The program is designed to meet the needs of students who require explicit teaching and a highly structured, intensive learning program.

## REACH Program

The REACH Program, situated at Belmay Primary School, provides educational opportunities that combine models of social interaction, play and language development observed in the primary school alongside a specialist 'satellite' program carried out in a secure, small class setting.

Students in the REACH class are provided with an holistic educational program that caters to individual needs. They also benefit from social integration with their peers who attend the host school.

The REACH Program is well established at Belmay School (address: 410 Sydenham Street, Cloverdale) and allows our students to gain confidence and independence from participating in the best of both educational environments.

## PRE-COMPULSORY 0-4 YEAR OLD PROGRAMS (EARLY INTERVENTION)

MyTime

Conductive Education: Parent and Child Program

Kindergarten

The school offers a limited amount of places for children with disabilities below school age. Early intervention services are provided in a family centred way. Family centred means that the child's services and/or supports are based upon the strengths, concerns, priorities and resources as identified by you, the child's family. Services and supports are designed to respect your family's concerns, interests and values.

Early intervention services and supports may help:

- answer your questions about your child's development
- improve both developmental and educational growth
- children with developmental delays become more independent
- prevent the need for more and costly intervention in the future, and
- communities become more aware of the gifts and abilities of all children.



## PARENT & CHILD GROUPS

The philosophy of the Conductive Education Parent and Child group places parents at the forefront of their child's learning. Conductive Education enables parents to guide their child toward greater independence and participation. Through carefully planned group sessions the children are taught new skills while parents learn how to help direct their child and how to transfer these skills to the home environment.

## MY TIME

MyTime is a free group for parents of children with a disability or chronic illness. MyTime at Carson Street School is run by the Telethon Kids Institute. Groups run on Tuesday mornings 9.30-11.30 for eight weeks of each school term (please check in for the start date for each term).

MyTime focuses on supporting parents to work with their children through a range of activities including mat time, singing, craft, language and fine motor activities and outside play. The group is a good opportunity to meet other parents and spend time with your child completing structured activities. If you would like more information about MyTime or to register your interest please call 6319 1133 or email [clinkids@telethonkids.org.au](mailto:clinkids@telethonkids.org.au).



## MUSIC

The school music specialist provides classes that offer students a wide range of musical experiences including opportunities to participate in percussion, singing, movement and the playing of instruments. Music classes also address socialisation issues and encourage interactions between peers and adults.

## HEALTH & PHYSICAL EDUCATION

The promotion of being healthy, safe and active is the focus of the school's Health and Physical Education program. The school's specialist Physical Education teacher ensures that each student is encouraged and supported to participate in a variety of physical activities designed to promote their movement and physical performance.

The school has an extensive range of equipment including indoor and outdoor recreation areas where students practice and refine their fundamental movement skills. Specialist equipment includes a range of adaptive bicycles and trikes with three purpose built bike tracks.

## SWIMMING / HYDROTHERAPY PROGRAM

Students participate in swimming and hydrotherapy in the heated school pool. Aims of the swimming program are that students are participating and learning water awareness, water confidence and basic water safety, swimming and survival skills. Where the timetable permits, some students will participate in deep water swimming at our local community aquatic centre. This allows students to become familiar with



change room facilities and pool areas.

Hydrotherapy helps those students that have a physical disability, participating in gentle rhythmic movements to help promote relaxation. When students are relaxed they are then able to participate in gentle stretches and passive ranging of their limbs to help maintain movement. Hydrotherapy also provides stimulation to respiratory and circulatory systems which is beneficial to students' wellbeing.

### INDIVIDUAL EDUCATION PLANS (IEPs)

Parent / teacher interviews are held at the beginning of each year in order to plan your child's program for the year. IEP's provide parents with the opportunity to be involved in their child's program and to practice relevant activities in the home environment. Each student's individualised program is revised at the end of first semester.

### REPORTING TO PARENTS: SPECIAL EDUCATION NEEDS (RTP:SEN)

Carson Street School uses the Education Department's standardised reporting which the teachers modify to suit our particular circumstances and student population. Reports will be sent home at the end of each semester.

### INTERVIEWS WITH TEACHERS

Parents are invited to discuss their child's progress or any other concerns they may have with the teacher concerned. Appointments can be made to speak to teachers during their DOTT time by phoning school, or by arrangement with individual teachers. This communication between parent and teacher is vital to gaining a better understanding of each child.

All parents who are visiting informally are asked to contact the front office on 9361 7500. Office staff will then check the class timetable and ring through to the teacher to let them know you are visiting.

## Other Student-Related Information

### ABSENTEES

Parents are asked to advise the school by phone or write a note explaining their absence once they return to school. Students attending Education Support Schools are expected to attend every day that the school is open. Parents are obliged to inform the school should their child be admitted to hospital.

### BEHAVIOUR MANAGEMENT

Behaviour Management strategies are based upon a framework that supports positive reinforcement for appropriate behaviour and Positive Behaviour Support for students who require behavioural intervention. Staff aim to develop behaviour management strategies based upon self-regulation and a desire to do things because they are right, not because someone in authority insists that they are done. We believe it is best to let parents know if their child's behaviour is of



concern at school. This allows for co-operation between school and home to improve the child's behaviour.

## EXCURSIONS

Excursions are organised to enrich or consolidate the classroom program. It is normal practice to notify parents when such visits are being undertaken. Excursions offer opportunities for training and reinforcement of the classroom program in either the skills or behavioural areas. For safety reasons, staff carry a mobile phone on all excursions. The Department of Education has a specific policy for excursions involving water or taking place near water.

## HAT 'SUN-SMART' POLICY - "NO HAT: NO PLAY"

On the advice of the Cancer Foundation of Western Australia the school has a policy that all students playing in the sun must wear a sun hat. We are sure that all parents will support this policy, which reflects our concern over the dangers of skin cancer to young children. Students will remain indoors or play in well-shaded / undercover areas when the UV Index reaches 8 or above.

## HOME-SCHOOL DIARIES

Home-School diaries are sent home each day and are a very useful method of communication between home and school. Parents and teachers are encouraged to write in them regularly to help gain a better understanding of the child's activities and program. Tracking toileting successes, seizure activity, asking for information, relating weekend excursions so news sessions are more accurate are important for nurturing each child's development.

## SCHOOL UNIFORM

The school is constantly seeking to provide high standards of education, self esteem and safety of all its students. The school uniform consists of red polo shirts and sweat shirts and royal blue shorts and pants. Although it is not compulsory, it has been found that the wearing of a uniform brings with it many benefits such as:

- the promotion of the school's public image
- an increase in convenience and cost savings for parents
- providing clear identification of students when out in the community and enhancing supervision/safety.

It is very helpful for students who have constant difficulty with buttons, buckles and zips etc if slip on shoes, and skirts and trousers with elasticised waists can be provided. Name labels on all clothing are helpful in preventing them being taken in error or mislaid.



Uniforms can be purchased from Target, Kmart and Best & Less for a reasonable price.

## STUDENT PERSONAL ITEMS LIST

Teachers will issue a list of requirements for their particular class at the end of the previous school year. Additional lists can be requested from staff in the office.

## STUDENTS PERSONAL PROPERTY / INSURANCE COVER

The Department does **not** have cover for the accidental loss or damage of students personal property. It is the parents' responsibility to ensure that the student's personal property is insured for accidental loss or damage with their household insurer.



## Student Health

### SCHOOL NURSES

Our nurses have the following duties:

- Responsibility for the primary care of students and teachers in school situations.
- Organising regular medical reviews.
- Assessing the health needs of children and developing appropriate individual and/or group nursing care plans.
- Co-ordinating and contributing to case and/or team conferences in order to plan and review overall management of services to meet the needs of children and their families.
- Liaison with parents, hostel staff, other agencies and professionals as required. (PCH, DSC, DCPFS)
- Promotion of the school's health education activities that involve students, parents and carers and, where appropriate, the community.
- Management of the school Health Centre.
- Ensuring the provision of first aid services.
- Contributing to the creation of a healthy and safe school environment and providing information to the Department of Education in regards to special equipment needs of the students.
- Collaboration with stakeholders to ensure appropriate specialised equipment is available to students.



*Due to the fragile health and medical complications of some of the students the school may have to request an ambulance to transport them to Perth Children's Hospital in an emergency.*

*We suggest parents of these students take out appropriate insurance to cover the*



**transport costs.** *It is the parents' responsibility to notify us of any change in home phone numbers or emergency phone numbers which is crucial in case of an emergency concerning your child.*

### STUDENT CARE PLANS

Parents are required to complete comprehensive questionnaires for the health needs of their child. If regular medication is taken by the child this section must be completed and signed by their medical practitioner. All emergency drugs to be administered must be supplied by the parents with signed documentation by a doctor.

### SICK CHILDREN ATTENDING SCHOOL

In order to protect frail and at risk students, the following guidelines from our School Policy (endorsed by the School Board) regarding sick children should be followed.

Please keep home:

- children with loose bowel actions.
- children who have been vomiting.
- children with profuse non-clear nasal discharge who are unable to wipe their own nose.

Whenever these situations arise during the school day parents will be contacted to collect their child. It would also be advisable to seek medical advice from the child's doctor.

Please notify the school when your child has an infection or contagious disease e.g. mumps, chicken pox, measles, pertussis (whooping cough), impetigo or conjunctivitis.

### CRUNCH & SIP / ASTHMA FRIENDLY

Carson Street is recognised as a Crunch & Sip AND Asthma Friendly school. Crunch & Sip schools create a formal break time in classrooms for students and staff to crunch on fruit or vegetables and sip water throughout the day. Well nourished children concentrate and perform better in school. For more information contact the Health Centre.



### HEAD LICE

The problem of the spread of head lice and nits is a national one. It would be appreciated if parents inspect their child's hair frequently and let us know if they find any "little visitors". We can then take the appropriate action. If a child is found with head lice at school parents will be notified and he/she is excluded from school until the Health Department recommended treatment has been carried out. It is recommended that parents check their child's hair once a week. It is a good idea to do this on Friday, as your child can be treated over the weekend if required.

### DENTAL THERAPY

Parents are advised to enrol their child at the School Dental Clinic, based at Queens Park Primary School, 202 Treasure Rd, Queens Park. Students are then given regular check ups but parents are responsible for taking their child to each appointment. Enrolment

forms will be sent home with your child when they first enrol at Carson Street School. The clinic's number is 9451 1015.

### THERAPY FOCUS

The school has a Therapy Focus office on site, situated at the western end of the school near Langler Street. Therapy Focus employs a team of therapists who provide services to eligible students who are registered with them. Please note that services are only provided to students enrolled in Pre Primary and above. Kindy aged students (3 years turning 4) still receive services directly from Disability Services therapists or through NDIS.

If you require further information, please call 9362 6308.

#### Occupational Therapy:

The occupational therapist's role includes developing student's fine motor and independent living skills; splinting of hand and upper limbs; provision of adapted equipment; recreation; and home modifications.

#### Physiotherapy:

The physiotherapist evaluates the physical capacities and limitations, administers treatments that will prevent or minimise disability, alleviate pain, correct or minimise deformity, and develop and improve strength and motor functions.

#### Speech Therapy:

Their role includes assessing the student's communicative abilities and identifying needs, as well as determining the most appropriate means of communication for the student. They also provide teachers and parents with assistance in mealtime management for those children with eating and swallowing difficulties.



## Support Groups & Services

### PARENT SUPPORT GROUPS

#### Carson Street School Parents & Citizens Association

This is a parent and community group which supports the school by fundraising to provide resources and equipment. Meetings are usually held twice a term and information about the meetings is sent home via parent notes and in the school newsletter. Please make an extra effort to attend the meetings. Parents are asked to pay \$1 to become a member of the P&C.

Banking Details for Carson Street School P&C Association

BSB: 016 263 A/C No: 3408 23556 BANK: ANZ Bank

*Please always put your child's name and what the money is for in the reference section .*

Elections for office bearers are held at the Annual General Meeting in March each year. The current office bearers are as follows:

President: Liz Green [lizgreenpnc@hotmail.com.au](mailto:lizgreenpnc@hotmail.com.au)

Vice President: Sue Carpenter

Treasurer: John Exeter

Secretary: Lisa Wells

**The Conductive Education Charity of Western Australia (CECWA)**



CECWA was established as an incorporated association in 2006. As a not-for-profit charitable organisation, CECWA Inc has gift recipient tax deductible status. CECWA seeks to ensure Conductive Education programs are available to students with motor disorders and associated needs who desire access to this unique form of intervention. CECWA has made a major contribution to student programs at Carson Street School.

[www.conductiveedwa.com.au](http://www.conductiveedwa.com.au)

**ALLIED ORGANISATIONS**

**The Ability Centre**

106 Bradford St, Coolbinia WA 6050

Phone: 1300 106 106

Email: [info@abilitycentre.com.au](mailto:info@abilitycentre.com.au)

Website: [www.abilitycentre.com.au](http://www.abilitycentre.com.au)

Ability Centre is a not-for-profit disability service provider that has been supporting Western Australian families for more than 60 years. Their services include physiotherapy, speech pathology, occupational therapy, social work, psychology, early education, respite, health promotion, employment, alternatives to employment, accommodation support and recreation.

**ACTIV Foundation**

327 Cambridge Street, Wembley WA 6014

Phone: 9387 0555

Email: [info@activ.asn.au](mailto:info@activ.asn.au)

Website: [www.active.asn.au](http://www.active.asn.au)

ACTIV Foundation was established by parents of children with intellectual disability in the 1950's and has grown into a large organisation, which provides many services to people with developmental disabilities and their families. Services for school aged children include recreation opportunities including school holiday programs and camps, family support through a Sitter Service, Home Care, and Respite Care etc. They also have an excellent library and regular newsletters.

**Identitywa**

61 Fitzgerald Street Northbridge

Phone: 9474 3303

Email: [reception@identity.wa.com.au](mailto:reception@identity.wa.com.au)

Website: [www.identitywa.com.au](http://www.identitywa.com.au)

Identitywa is a family support organisation providing respite care, siblings groups and a range of other services to families of people with difficulties.





### **Disability Services Commission**

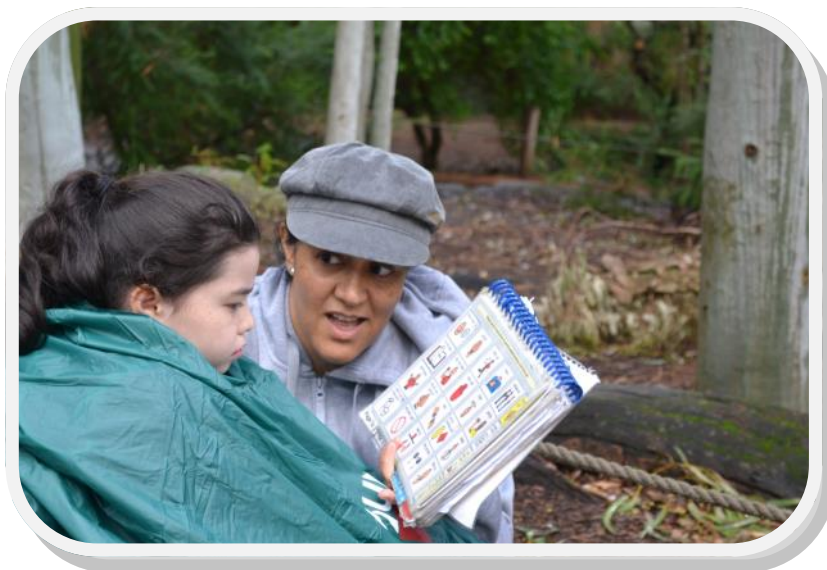
146-160 Colin St West Perth 60045

Phone: 9426 9200 or 1800 998 214

Email: [dsc@dsc.wa.gov.au](mailto:dsc@dsc.wa.gov.au)

Website: [www.disability.wa.gov.au](http://www.disability.wa.gov.au)

The Disability Services Commission aims to provide a co-ordinated approach to the development of services for people with disabilities. Its key functions are: Policy Development, Service Provision Funding and Accountability, Promotion of Equal Access, Community Education and Consumer Advocacy.



### **Down Syndrome WA**

Suite 3, Peer House, 2 Canning Hwy, South Perth.

Phone: 9368 4002 or 1800 623 544

Email: [admin@dsawa.asn.au](mailto:admin@dsawa.asn.au)

Website: [www.dsawa.asn.au](http://www.dsawa.asn.au)

Monday to Friday

This parent-run group provides information and support for families of children with Down Syndrome. Key activities are New Parent Support; Information Kits for parents, students, teachers and health professionals; a playgroup; quarterly newsletter with monthly diary updates; conferences for teachers; advocacy and lobbying and social events.

### **Independent Living Centre of WA**

The Niche, 11 Aberdare Rd, Nedlands (cnr Hospital Ave, on grounds of Sir Charles Gairdner Hospital),

Phone: 9381 0600 or 1300 885 886

Email: [general@ilc.com.au](mailto:general@ilc.com.au)

Website: [www.ilc.com.au](http://www.ilc.com.au)

Monday to Friday

An equipment display and information service for people with disabilities. They also provide a lending service for adaptive technology, computers, software etc. You can arrange for an individual assessment of your child's technology needs (including communication devices). Appointments are necessary.

### **Kalparrin Centre**

Perth Children's Hospital, Family Resource Centre, 15 Hospital Ave, Nedlands.

Phone: 6456 0035 or 6456 5379

Email: [kalparrin@health.wa.gov.au](mailto:kalparrin@health.wa.gov.au)

Website: [www.kalparrin.org.au](http://www.kalparrin.org.au)

Monday to Friday

Kalparrin is a not-for-profit organisation available to support any family member or carer of a child with a disability or special need. Service providers in the disability sector also use Kalparrin as a trusted information and referral service.

### **Perth Children's Hospital and Customer Liaison Services**

Perth Children's Hospital (PCH) has replaced Princess Margaret Hospital (PMH) as Western Australia's specialist paediatric hospital and trauma centre, providing medical care to children and adolescents up to 16 years of age.

15 Hospital Ave Nedlands WA 6009.

For general enquiries PCH SWITCHBOARD - 6456 2222

The Child and Family Engagement Service is a service provided by PCH which offers families a liaison service that replaces the pre-existing Parent Advocacy of PMH.

6456 0032 Email: [cahsfeedback@health.wa.gov.au](mailto:cahsfeedback@health.wa.gov.au)

If you have concerns regarding any element of your child's care or treatment, contact the manager of the service involved. Alternatively, contact a CaFES liaison officer on:

Email: [cahsfeedback@health.wa.gov.au](mailto:cahsfeedback@health.wa.gov.au)

Phone: 6456 0032

Mail:

CAHS Child and Family Engagement Service  
Locked Bag 2010,  
Nedlands WA 6909

In person:

Family Resource Centre  
Ground Floor Perth Children's Hospital  
15 Hospital Avenue Nedlands

### **ADDITIONAL SERVICES AND GRANTS**

#### **Services that are available to eligible people:**

Taxi vouchers - apply to the Department of Transport phone: 9389 0611

Nappies at a reduced cost to parents - forms available from school nurse.

Respite (at a hostel)

Respite (in home)

Annual grants available for: respite, sport, scouts / guides

RAC cover for electric wheelchairs (you must register first)

Emergency care

Prostheses

Parent skills courses

Sex education support

Advocacy

Social

Legal rights

**Further information is available  
from your Local Area Coordinator.**



## Social Media Policy

The Department of Education has comprehensive policies covering the appropriate use of online services; there are strict guidelines as to appropriate material and use of Facebook.

To avoid any potential issues regarding the use of Social Media, the Department has asked us to ensure that all staff are aware of the Department's overarching policy and their own school's specific policy.

*We are providing this information to parents/carers of our students as well, to ensure that everyone recognises the boundaries and potential implications of interaction between staff and parents/carers on social media.*

- At Carson Street School no staff or students will access Facebook or similar social media sites on school computers, unless updating the school's official Facebook page.



- At no time will staff or students place photos or videos of students on Facebook or other social media sites, other than the school's official Facebook page. The school must have parental permission before using any student photos.
- Staff will not have current or former students or parents as 'friends' on Facebook or social media sites as this contravenes Department Code of Conduct. *If you are currently 'Friends' with a staff member, the Department's policy means they can no longer have Facebook or other social media contact with you.*
- Staff will not discuss Carson Street School's students, staff or school issues on Facebook or similar social media sites. *Refer Department's Personal Behaviour: Code of Conduct.*
- Please note, that in the case of a complaint about a staff

member being in breach of standards and integrity, the school transfers the management of the complaint to the Department. Staff are advised that it is best to remove themselves from any risk of being misinterpreted. DoE will always view staff as a DoE employee first, as opposed to a friend of the parent/student.

*Please don't be offended if one of our staff members 'UnFriends' you or does not accept your request to be a 'Friend'.*

*If you have any concerns or questions regarding this policy, please contact administration.*

