

# Carson Street School



Carson Street School is an Independent Public School

## Parent Handbook 2020

expert staff | exceptional programs

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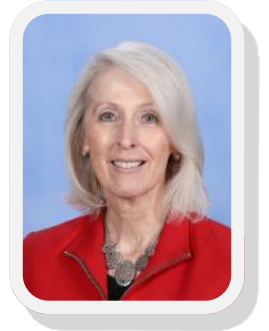
Dear Parents and Guardians,

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



## The 2020 School Year

### Term Dates 2019

Term 1: Monday 3 February - Thursday 9 April

Term 2: Wednesday 29 April - Friday 3 July

Term 3: Tuesday 21 July - Friday 25 September

Term 4: Tuesday 13 October - Thursday 17 December

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

Thursday 30 January and Friday 31 January

Tuesday 28 April

Monday 20 July

Monday 12 October



### Public Holidays:

- ♦ Monday 27 January - Australia Day public holiday
- ♦ Monday 2 March - Labour Day
- ♦ Friday 10 April - Good Friday
- ♦ Monday 13 April - Easter Monday
- ♦ Monday 27 April - Anzac Day public holiday
- ♦ Monday 1 June - Western Australia Day
- ♦ Monday 28 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 2020 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. [Click here to apply](#). Applications 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

The School Board works with the school community to achieve the best outcomes for students. It plays an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of students.

The board meets once each term, with an annual public meeting in on Thursday 4 June, 2020 at 8:30am. Families and community members are welcome. If you would like to attend please rsvp to [corina.botica@education.wa.edu.au](mailto:corina.botica@education.wa.edu.au).

Current members of the School Board are:

Chair:	John Exeter
CECWA Rep:	Diana Guttridge
Parent Rep:	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)
	Les Ozsdolay (former Chair)
Community Reps:	Kate Doust MLC
	Lynne Anderson (Vanquip)
	Jan Mason



## 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

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, 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 documents 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.

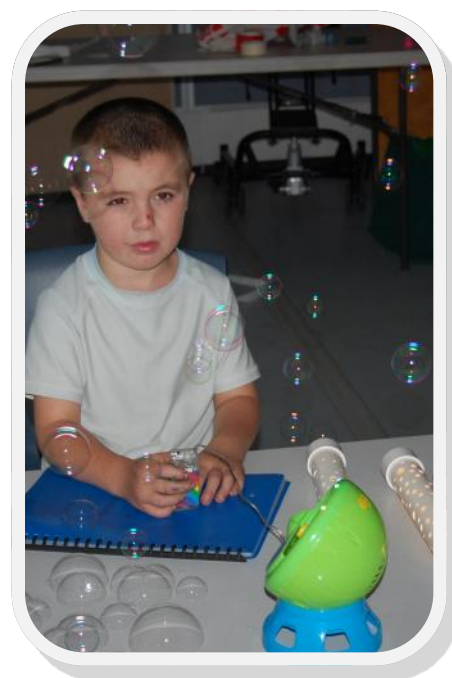
## CARSON STREET SCHOOL DEDUCTIBLE GIFT FUND

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.

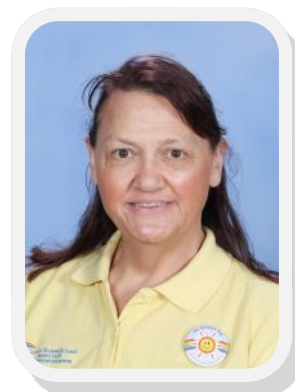
## COMMUNITY SUPPORT / YOUTHCARE CHAPLAIN

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.

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.



# Our Golden Habits



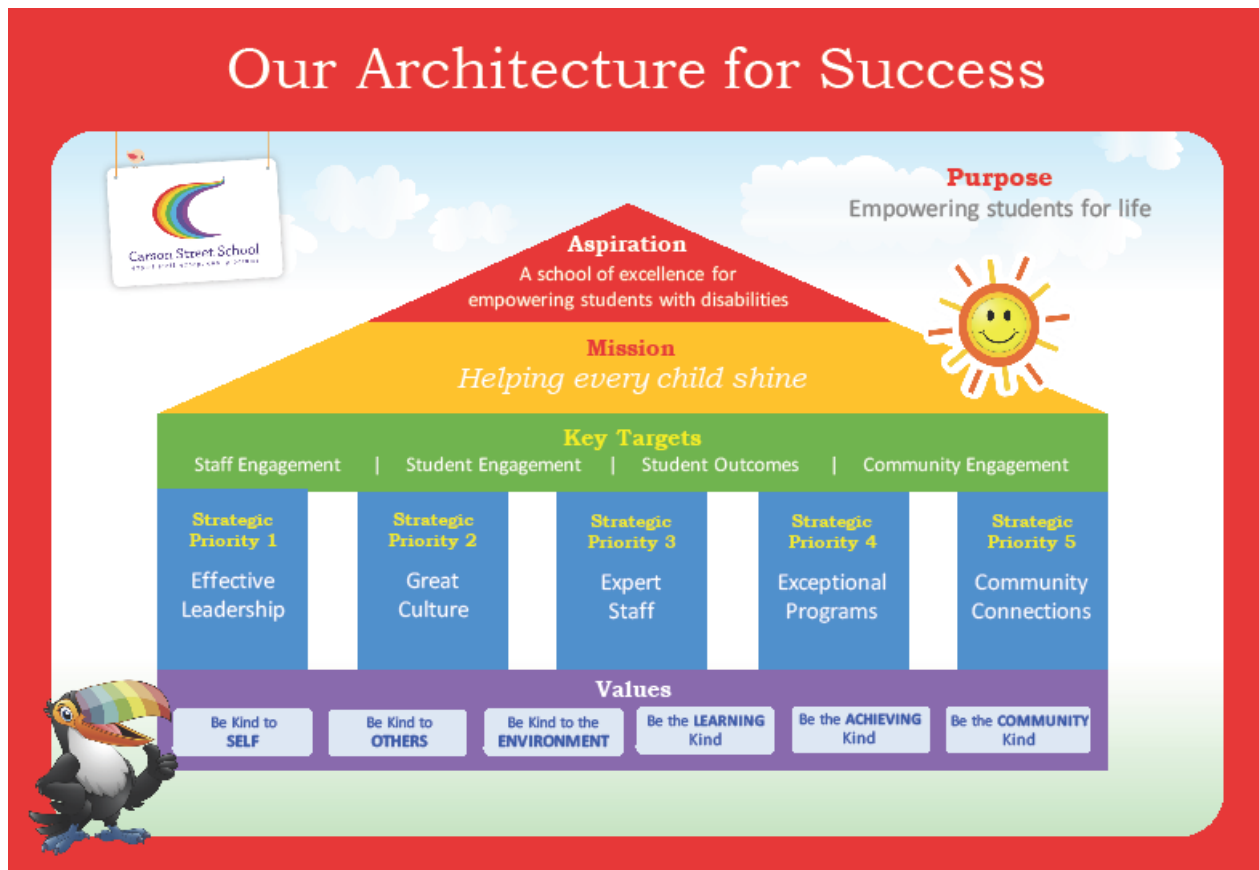
Be Kind to Yourself	Be Kind to Others	Be Kind to the Environment	Be the Learning Kind	Be the Achieving Kind	Be the Community Kind
I can do things I enjoy.	I can use gentle hands.	I can pack up after activities.	I can enjoy school activities.	I can have a go.	I can make good choices in the community.
I can exercise by moving my body.	I can celebrate other people's success.	I can learn to look after animals.	I can participate in school activities.	I can try my best.	I can follow school rules.
I can eat healthy food.	I can help my peers and helpers.	I can save water.	I can try new things at school.	I can achieve my learning goals.	I know people who can help me.
I can relax at rest time.	I can wait my turn.	I can put rubbish in the bin.	I can try different things at school.	I can celebrate my own success.	I can visit places in the community.
I can drink water.	I can play with/alongside others.	I can recycle and reuse materials.	I can sit and focus during school activities.	I can communicate with others using my device.	I can go to special events (Rainbow Rally, Assembly, Eagles and Dockers etc.).
I can wash my hands.	I can form friendships.	I can plant seeds and grow them.	I can learn from my mistakes.	I can do things for myself.	I know the people in my class.
I can make good choices.	I can say "please and thank you."	I can use my senses to explore natural materials.			I can say "hello" and "goodbye"
I can communicate my wants and needs.	I can say "well done" to my friends.	I can join in cultural events.			
I can protect myself from the sun by wearing my hat and sunscreen.					



## Programs & Curriculum

### STRATEGIC OUTLINE

The 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

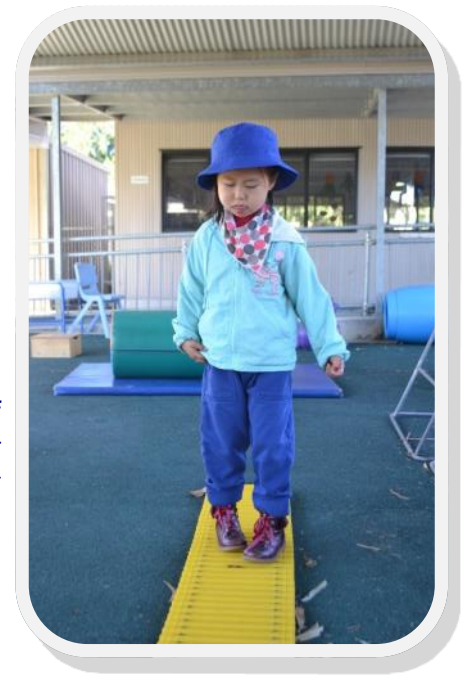
The school sets high expectations for student learning. The culture of the school is to support and challenge students in all aspects of their development. In order to strategically support the diversity of our students educational needs a range of evidence based programs are offered to pre-compulsory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

## KINDERGARTEN AND SCHOOL AGED PROGRAMS

**CE:** Conductive Education

**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

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

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)

Milestones

Stepping Stones: Parent and Child Program

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.

### 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 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.

### IMMERSION SENSORY EXPLORATION

Sensory exploration is an important component of the physical education program. Students participate in an interactive multi-sensory adventure that promotes exploration, discovery, negotiation, taking risks and solving



problems—all the important foundations for developing literacy, numeracy and social skills.

### 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. IEPs 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.

## GETTING STARTED!!!

The GETTING STARTED!!! Books and videos were created to assist parents by Dolly Bhargava, Disability Specialist Speech Pathologist in conjunction with our students, their families and staff.

There are books available to download for free and videos to watch. The videos include interviews with parents. The link is <https://carsonst.wa.edu.au/parent-info/getting-started-books/>  
Topics covered:

### GETTING STARTED!!! Using Visual Systems to Promote Communication

Learn about a range of visual systems which can be used at home to develop communication skills in young children.

### GETTING STARTED!!! Using Visual Systems to Promote Play

This practical resource explains strategies that can be used at home to develop your child's play skills. The video shows some of these strategies being implemented.

### GETTING STARTED!!! Using Visual Systems to Support the Development of Self Esteem

Explores ideas which are intended to be a starting point for the enhancement of self-esteem. It is designed for students with mild to moderate intellectual disability and other developmental disorders.

### GETTING STARTED!!! Using Visual Systems to Provide Positive Behaviour Support'

All behaviour is a form of communication. Students with disabilities often have trouble communicating. Learn how to recognise, interpret and respond to a child's challenging behaviour in proactive ways.

### GETTING STARTED!!! Rainbow of Emotions and Emotional Management

The aim of this booklet is to help students identify, express and manage their emotions in a socially acceptable manner by using the *Rainbow of Emotions* App for the iPad on the iTunes App Store <https://itunes.apple.com/us/app/rainbos-of-emotions/id628301874?mt=8> This booklet will guide you step by step on how to set up the *Rainbow of Emotions* App, use it and review your child's progress.

### GETTING STARTED!!! Balanced Timetable the Key to Student Engagement

This resource supports students who are at risk of disengaging or have disengaged from school. The *Balanced Class Time* App is for the iPad and can be purchased on the iTunes App Store <https://itunes.apple.com/app/balanced-class-time/id935563742?mt=8&ign-mpt=uo%3D8>.

### GETTING STARTED!!! Supporting And Guiding Communication Development Of Students Who Are Pre-Intentional And Intentional Communicators

This resource focuses on children with profound intellectual disabilities and suggests proactive ways to promote communication skill development.

### GETTING STARTED!!! Developing A Positive Identity – Using Visual Strategies To Support And Guide The Development Of A Positive Sense Of Identity In Students With Intellectual Disabilities

This resource provides information about actively supporting students with disabilities develop and maintain a positive sense of identity, so that they can reach their full potential.

### GETTING STARTED!!! Promoting Participation In Everyday Home Activities To Encourage Learning And Development In Children With Development Disability

This resource focuses on how promoting participation in everyday home activities can assist with learning and development in children with profound intellectual disability.

## Other Student-Related Information

### ABSENTEES

Parents are asked to advise the school by phone or writing 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. 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. The school will 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 must wear a sun hat when in the playground. 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 Langer 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:

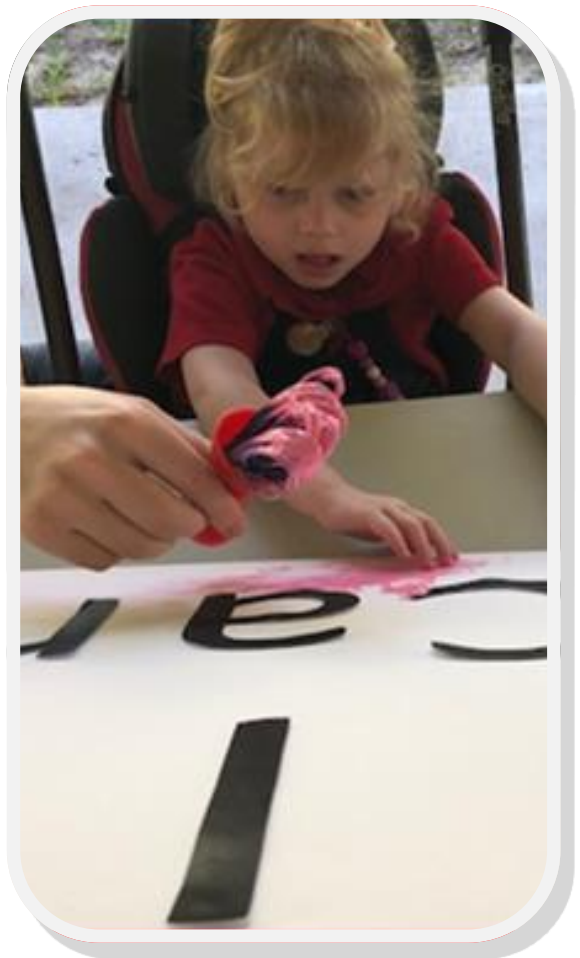
President:	Peter Salleo carsonstreetschoolpc@gmail.com
Vice President:	Marian Tetlow
Treasurer:	Renee Danzo
Secretary:	Suzanne Hodgkiss

#### 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



## 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.*

