Parent Information for Kindergarten Students

Marniyarra Loop Baynton West WA 6174
T: 08 9185 3001

BayntonWest PRIMARY SCHOOL
Our school motto ‘Growth and Inspiration’ encourages each child to strive for their very best and, to the extent of their ability, achieve excellence and develop a love of learning.
Welcome to Baynton West Primary School

Baynton West Primary School prides itself on providing a caring and stimulating learning environment for your children. The strength of Baynton West Primary School is our strong belief that the education of our students is built on a genuine partnership between home and school and the children are at the centre of our learning programs.

This booklet contains details on matters related to the day-to-day running of our school. It is a recognition that the effective operation of our school requires that the whole school community understands the established lines of communication, has an effective knowledge of how our programs operate and an understanding of our aspirations and vision.

If you have any questions about the school please do not hesitate to contact us.

Contact Us

Principal Lisa Ledger  
Registrar Justine Passmore  
Phone: 9185 3001  
Fax: 9183 8970  
Email: bayntonwest.ps@education.wa.edu.au
Our Logo

The school logo is represented by multiple elements that combine to portray the values, vision, creativity and sense of community of Baynton West Primary School.

The outer protective circle represents the caring, nurturing school community where parents and staff ensure information and learning flows and evolves as the school and students grow and feel included.

The elements within derive their shapes from the Sturt Desert Pea and Ashburton Desert Pea petals.

They all point inwards symbolising a connection to the centre to reflect that children are the heart of the school. It shows a collaborative, inclusive approach to education - learning together in harmony.

The purple shape reflects new students coming in and joining the school community and also indicates west on a compass for ‘Baynton West’.

The red shape pointing up, emerging from the main shape, reflects the graduating student entering the wider community to achieve their dreams and confirms the school’s goal of ‘aspiring and aiming high’.

The other red shapes represent the hills of Karratha behind the school adding a further sense of location.

The colours included in the logo are derived from the natural environment surrounding the school.

The signature colour is purple, derived from the Ashburton Desert Pea and Mulla Mulla.

The red is derived from the Sturt Desert Pea.

The silvery green is reflective of the Spinifex and Salt Bush and the darker brown represents the bark and branches of the trees in the area.
Welcome from the Principal

Dear Parents/Caregivers

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

The Baynton West Primary School Staff are professionally devoted to providing a rigorous learning environment where the social development and enhancement of tolerance, excellence, reflection, good spirited endeavour, sportsmanship, good humour and cultural appreciation, are extremely important.

Each student is treated as an individual and all are encouraged to reach their potential in a caring and supportive environment. This can only come about when we all join together as a community with positive aims and purposes in mind.

We hope that you, through your interest, personal involvement and cooperation, will come to feel very much part of our school community. We encourage you keep informed through engaging with staff, website (www.bwps.wa.edu.au) and our school 'app'.

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

Lisa Ledger
Principal
Introduction

Baynton West is a new suburb of Karratha in the Pilbara region of Western Australia. In the local Aboriginal language, Karratha is said to mean ‘Sacred Earth’. The town is situated in the City of Karratha.

Karratha’s economic base includes the iron ore operations of the Rio Tinto Group, sea-salt mining, ammonia export operations, North West Shelf Natural Gas Project, Australia’s largest natural resource development and the newest Natural Gas Project called Pluto LNG which is situated adjacent the existing North West Shelf LNG facility.

Karratha is located approximately 1,500 kilometres north of Perth and 850 kilometres south of Broome on the North West Coastal Highway. Karratha is composed of nine main suburbs of which Baynton West is the newest.

Baynton West Primary School is an Independent Public School which opened in 2013.

The local intake area for Baynton West Primary School includes the suburbs of Baynton and Baynton West. The school is a central focal point for the community. Surrounded by the new homes in the area, roads radiate out through the community with the school at the central hub of this ‘wheel’. There is a large playground and community sports grounds shared by the shire and the school which adds even more emphasis on the school being central to the community.

It is important to note that locally it is considered the school ‘by the hills’ rather than a coastal school. Baynton West Primary School is an independent Public School (IPS) which ensures the school can make decisions based on its specific context. Its location enables it to grow to become a ‘super school’ and planning has ensured new buildings (rather than temporary) can be built as required over time.

The school has a strong vision that encompasses that children are the heart of the school; each child and their family is integral to the school community and the motto of ‘growth and inspiration’ relates to each child being supported to reach their potential, in partnership with the school, their families and the wider community.

Baynton West Primary School has an early childhood centre which includes nine purpose built learning spaces to accommodate Kindergarten and Pre-Primary children.

The extensive play areas that exist at Baynton West Primary School, combined with modern play equipment, ensures that children are provided with a stimulating environment during breaks. Specialist teaching spaces exist for Visual Arts, Library, Physical Education and Music.

The school is equipped with a range of technology including iPads and notebook computers to provide students with a current technological network with broadband internet and email facilities.

The covered assembly area is sizable and has attached a fully equipped canteen which operates 5 days a week.

Baynton West Primary School is a purpose built, well-equipped school and it is our intention to maintain this high standard.

The close co-operation that exists between teachers, parents and children will ensure that maximum outcomes will be achieved for all students.

Baynton West is a very family orientated area, in a region where the demographic average age is 9 years old and that families are considered larger than the majority of other regions in Australia.

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Our Purpose

Baynton West Primary School provides for the children of Baynton West, an educational service that places a strong emphasis upon:

- Rigour and excellence
- An understanding of the unique position Baynton West has within the broader context of the global community; and
- The development of social skills that highlight consideration, co-operation and acceptable, positive conflict resolution skills.

We seek to ensure that all students:

- Are able to communicate effectively in English;
- Are able to apply mathematical concepts and processes;
- Are able to find and use information;
- Are able to use a range of technology;
- Work independently as well as co-operatively;
- Approach learning in a manner that is both receptive and critical;
- Are able to apply problem solving skills;
- Understand their society and environment and have the skill necessary to be informed and responsible citizens;
- Understand the natural world and are able to apply scientific concepts and processes;
- Appreciate the arts and are able to express their creativity;
- Have the understanding and skills necessary to achieve health and well being;
- Respect the rights of others and
- Have a positive belief in themselves as learners.
School Information

Philosophy

The Early Childhood years are an important time in the development of the children’s skills, knowledge and understandings.

It is the time when children learn about school routines, how to actively participate in learning and how to interact with others in a variety of situations.

With the introduction of the Australian Curriculum, the expectations about what children learn in Kindergarten are changing, particularly in building stronger foundation skills in Literacy and Numeracy.

Best teaching practice indicates that a careful balance of formal and informal learning achieves the highest outcomes for children.

At Baynton West Primary School, your child will be learning in a play-based environment which is carefully structured to allow for academic learning in Literacy and Numeracy, social interaction and communication, and the development of physical skills.

The teachers follow the national Early Years Learning Framework Kindergarten Guidelines and provide engaging, challenging and supportive learning programs that give all children the opportunity to learn.

Best teaching practice indicates that a careful balance of formal and informal learning achieves the highest outcomes for children.
Baynton West Primary School - Parent Information for Kindergarten Students

Term Dates for 2016

First Term
Monday 1 February - Friday 8 April

Second Term
Tuesday 26 April - Friday 1 July

Third Term
Monday 18 July - Friday 23 September

Fourth Term
Monday 10 October - Thursday 15 December

Please note that there are 7 school development days still to be arranged and that the starting dates for students in each term may change.

These dates will be advised once they are decided.

Doors open at 8:05am for morning routines, where parents are encouraged to support their child.

School begins at 8:20am and ends at 2:25pm.

Days of Attendance

Your child will attend the Kindergarten Program for the equivalent of 15 hours per week.

At Baynton West Primary School the days are organised as follows:

Monday, Wednesday and alternate Fridays
Tuesday, Thursday and alternate Fridays

Specific details of your child’s schedule of attendance will be provided before the commencement of the school year.

School begins at 8:20am and ends at 2:25pm.
School Uniform

A vibrant school uniform that reflects the local environment and ethos of the school has been designed for all children to wear. Children are also required to wear a sunsmart hat when out of the classroom. Children without sunsmart hats are confined to shady areas during recess and lunch.

The uniform includes the school colours which are:
- Ashburton Purple
- Sturt Red
- Spinifex Green (on school logo)
- Black shorts / skorts or skirts

Uniform order forms provide a number of options and show images of the different items of uniform with prices included.

Drop Off

A responsible adult must accompany your child until the teacher has admitted them into the Kindergarten room.

Pick Up

A responsible person needs to pick up your child. The teacher will only allow children to leave the room with people nominated by the parents. If any changes or special arrangements have been made, please notify your child’s teacher.

In addition, please ensure that your child is collected promptly at 2:25 pm to avoid unnecessary stress on their behalf.
**Daily Requirements**

Each morning, the children have a shared fruit time. Every child needs to bring along a piece of fruit or vegetable daily. A sunsmart hat, shoes and change of clothing are also essential for every session.

In addition, all children will need to bring lunch.

Please provide your child with a healthy balanced lunch and water bottle.

**Family Roster**

Family help is invited and greatly appreciated.

Being involved in the activities is an opportunity for you to see your child interact, to observe what is happening in the classroom and to enjoy yourself.

Parents/carers are asked to be part of the family roster, which will be put up at the beginning of each term. When you come to help, there will be a variety of things you can do including assisting with activities, fruit time and outdoor play.

**Contributions**

A $40.00 voluntary contribution per child plus a $20.00 P&C levy per family should be paid as early as possible. Payment can be made at the school office from week 1.

Payment of these fees is essential as they assist in the purchasing of materials that are used by the children throughout the year. EFTPOS is available for your convenience. A stationary list will be provided upon enrolment. Please ensure your child has the correct supplies at the start of the school year.

**Birthdays**

Please feel free to bring in a cake or cup cakes on the day closest to your child’s birthday.
Parent/Carer assistance

The development and education of children should be a shared experience between the school and the parents. The learning program that is taught in Pre-Primary is the responsibility of the teacher however, parents also play a very important part in their child’s educational development. You can assist with this by:

• Returning all forms as quickly as possible.
• Being on time for each session.
• Being on time at the end of the day.
• Taking part in the centre’s activities (e.g. rosters and meetings). Notifying the teacher (in writing) when your child is absent.
• Notifying the teacher if you know that your child will be away for an extended period.
• Discouraging your child from bringing toys from home (unless otherwise requested).
• Keeping in touch with the teacher on matters concerning your child’s health, emotional and family situations.

This allows the teacher to understand any problems that may be troubling your child.

Maintaining contact with the teacher. Incidental discussions are very important however, please try not to discuss issues in front of children and be aware that it is impossible to hold parent discussions during session time.

Saving any recyclable materials that may be of interest to the children. We would gladly accept any of the following items: paper, gift wrap, wallpaper, architecture paper, computer paper and foil; cardboard boxes and packets; cuts of lino, carpet, leather and wood; cardboard rolls (not toilet rolls); material, felt and wool scraps; x-rays; ice-cream, yoghurt and margarine containers; and dress-up clothes, hats, bags, shoes, etc for dramatic play.

Clothing and footwear

The wearing of school uniform is required. All children are required to wear shoes to and from school.

Please note - Children must also wear sunsmart hats at all times in the playground.

Please remember to have ALL clothing and footwear labelled with your child’s name.
Baynton West Primary School - Parent Information for Kindergarten Students

Behaviour Management

The school is responsible for the creation and maintenance of a safe and positive learning environment and have developed effective processes to effectively manage student behaviour.

The approaches used at Baynton West Primary School:

• Are preventative in nature;
• Promote positive behaviour, student wellbeing and the development of self discipline;
• Focus on early intervention; and
• Outline procedures for the management of ongoing or serious misbehaviour.

Managing student behaviour is encompassed in the teaching and learning process. Baynton West Primary School provides a social context which allows students to be supported, whilst also being taught how to accept responsibility for their own behaviour.

Students are given opportunities to develop appropriate behaviours, self control and resiliency through interactions with teachers, other staff, their peers and the curriculum.

These opportunities are reinforced consistently in order to enhance their understanding of responsible social behaviour.

Positive behaviour is acknowledged and encouraged in a variety of ways at Baynton West Primary School including through the use of:

• Verbal and written encouragement and feedback
• Stickers and certificates

Each class teacher will have their own positive incentive program which will be tailored to the needs of their students within the classroom.

Inappropriate behaviour at Baynton West Primary School is dealt with using the five step behaviour management plan which is shown on the next page and where required, a behaviour plan developed in consultation with relevant professionals and parents/caregivers.
5 Step Behaviour Management Plan

Step One: Warning
(i.e. Name on board)
Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately they do something appropriate.

Step Two: Warning
(i.e. X Cross next to name)
Reinforce the classroom rules with the student.

Step Three:
(i.e. XX next to name)
Cooling off / Isolate in the classroom. Teacher to discuss ways to solve behaviour with student after ‘cool off’ period.

Step Four:
Removal to another class
Work provided and note for class teacher. Classroom teacher may inform parents via note and/or contact parents by telephone.

Step Five:
Administration involvement Parents contacted.
Student completes work supplied by teacher and/or Think Sheet.

Severe Clause:
Send Straight to office

Examples of Severe Clause offences
Physical assault of a student or teacher.
Verbal abuse of a teacher or student.
Damage to property.
Intimidating behaviour.

Please Note:
Please ensure you have an effective positive acknowledgement system in your classroom.
Statement on Bullying

At Baynton West Primary School, we aim to establish a community in which everyone feels valued, respected and safe, and where individual differences are appreciated, understood and accepted. Everyone has a right to enjoy their time at school.

Bullying is:

- A targeted, repeated, unjustifiable behaviour that may be physical, verbal, sexual and/or psychological
- Intended to cause fear, distress or harm to another
- Conducted by an individual or group in an attempt to assert power
- Against an individual or group who is unable to effectively resist.

<table>
<thead>
<tr>
<th>Examples of Repeated Bullying Behaviours</th>
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<tbody>
<tr>
<td><strong>(Please note, this is not an exhaustive list)</strong></td>
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<tr>
<td><strong>Direct</strong></td>
</tr>
<tr>
<td>Physical</td>
</tr>
<tr>
<td>* Hitting, slapping and punching</td>
</tr>
<tr>
<td>* Kicking</td>
</tr>
<tr>
<td>* Pushing, strangling</td>
</tr>
<tr>
<td>* Biting</td>
</tr>
<tr>
<td>* Pinching, scratching</td>
</tr>
<tr>
<td>* Throwing things, e.g. stones</td>
</tr>
<tr>
<td>* Tripping</td>
</tr>
<tr>
<td>* Getting another person to harm someone</td>
</tr>
<tr>
<td>Verbal</td>
</tr>
<tr>
<td>* Mean and hurtful name-calling</td>
</tr>
<tr>
<td>* Hurting teasing</td>
</tr>
<tr>
<td>* Demanding money or possessions</td>
</tr>
<tr>
<td>* Forcing another to do homework or commit offences like stealing.</td>
</tr>
<tr>
<td>* Spreading nasty rumours</td>
</tr>
<tr>
<td>* Trying to get other students to not like someone</td>
</tr>
<tr>
<td>* Cyber bullying</td>
</tr>
<tr>
<td>* Written notes</td>
</tr>
<tr>
<td>Non Verbal</td>
</tr>
<tr>
<td>* Threatening or obscene gestures</td>
</tr>
<tr>
<td>* Deliberate exclusion from a group or activity</td>
</tr>
<tr>
<td>* Removing and hiding and/or damaging others’ belongings</td>
</tr>
</tbody>
</table>
Baynton West Primary School Resolution Chart

Bullying Incident

Teacher Report
Student Report
Parent/ Caregiver Report

Teacher Report
Student Report
Parent/ Caregiver Report

Conflict is resolved
Conflict is unresolved

Administrative Intervention

Incident documented on Integris

Conflict is resolved through BMIS
Conflict is unresolved

Administrative Intervention
Parent/Caregiver mediation
In/Out of school suspension
School Psychologist
Community Police
Talking with my school

Do you want to speak with someone at your school about a particular enquiry or concern?

As a parent or carer you play a vital role in your child’s learning. Building a positive relationship between home and school plays an important part in the education of your child. Effective communication is the key to the success of this relationship.

Schools are committed to responding promptly and helpfully to your enquiries, concerns, suggestions and compliments.

Your school also provides information about support services for children with disability, intensive language classes, special programs, and its policies and procedures.

Where do you start?

Before contacting your school with an enquiry or concern you may want to:

- talk with family and friends to clarify your enquiry/concern
- write down your enquiry/concern
- make a list of all relevant information specific to your enquiry/concern
- take a support person with you if you feel nervous about talking about your enquiry/concern.

The next step is to make an appointment with the most appropriate person at your school.

Alternatively, you can write to the school. Enquiries/concerns received in writing are responded to in writing.

1. Discuss your enquiry or concern with the class teacher if it is about your child’s:
   - academic progress
   - general behaviour
   - homework
   - assessment
   - attendance
   - social or emotional wellbeing.

   In your discussion with the teacher:
   - give all relevant information
   - discuss all possible outcomes for addressing your enquiry/concern
   - settle on an option that can be achieved with input from you, the teacher and your child.

2. Discuss your enquiry or concern with the principal if:
   - you were not able to achieve a satisfactory arrangement regarding your enquiry/concern with the class teacher
   - your enquiry/concern is about the conduct of a teacher or another member of the school staff
   - your enquiry/concern is about another aspect of school life that is impacting on your child’s education.

The principal will need time to discuss your enquiry/concern with all relevant parties but you can contact the school for progress updates.

Your enquiry/concern will be managed according to established school policy and procedures.

Anonymous enquiries/concerns are only acted on if enough information is provided for the principal to follow-up.
3. You may contact the regional education office or local education office if:
   - your enquiry/concern has not been resolved by your school’s principal
   - there is a reason for not raising your enquiry/concern with the school directly.
Your school can help you with contact details for the coordinator of regional operations at the regional education office.

4. Consideration by the Director General
The next level for consideration of an unresolved enquiry/concern is to write to the Director General of the Department of Education.
You may lodge a written description of your enquiry/concern and the steps you have taken to achieve an outcome. The Director General may appoint someone to review your enquiry/concern.

Postal address:
Director General
Department of Education
151 Royal Street
EAST PERTH WA 6004

5. Independent review
Your final recourse for your unresolved enquiry/concern is an independent review by the State Ombudsman. The Ombudsman’s approach is independent and impartial while observing procedural fairness and strict confidentiality at all times.

The Ombudsman can be contacted:
T: 9220 7555
T: 1800 117 000 (free for country callers)
Postal address:
Ombudsman Western Australia
PO Box Z5386
St Georges Terrace
PERTH WA 6831
Office location:
Level 12
44 St Georges Terrace
PERTH

Other useful contacts
The Standards and Integrity Directorate at the Department of Education offers general advice on matters related to staff conduct.
T: 1800 655 985 (free for country callers)
The Equal Opportunity Commission offers advice about discrimination.

General enquiries:
T: 9216 3900
T: 1800 198 149 (free for country callers)
Office location:
Level 2, Westralia Square
141 St Georges Terrace
PERTH
Postal address:
PO Box 7370
Cloisters Square
PERTH WA 6850
Illness and Communicable Diseases

Throughout the year, children will come down with various illnesses and viruses. As a rule, we contact parents/carers when children are sick and request that they come and take their child home. We do this for two important reasons.

Firstly, we do not have the facilities to properly care for sick children and secondly, young children often become distressed when they are ill. They require the comforting and assurances that only a parent/carer can provide.

There are certain common illnesses which are highly contagious. We offer the following information to parents/carers so that they are aware of when, and for how long, they should keep their child home. If you are unsure whether or not to keep your child home, please contact the school.

<table>
<thead>
<tr>
<th>Infectious disease exclusion table</th>
</tr>
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<tbody>
<tr>
<td><strong>GERMAN MEASLES (Rubella)</strong></td>
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<tr>
<td><strong>MEASLES</strong></td>
</tr>
<tr>
<td><strong>WHOOPPING COUGH (Pertussis)</strong></td>
</tr>
<tr>
<td><strong>HEAD LICE</strong></td>
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<tr>
<td><strong>HEPATITIS A</strong></td>
</tr>
<tr>
<td><strong>RINGWORM</strong></td>
</tr>
<tr>
<td><strong>SCABIES</strong></td>
</tr>
<tr>
<td><strong>SCHOOL SORES (Impetigo)</strong></td>
</tr>
<tr>
<td><strong>MUMPS</strong></td>
</tr>
<tr>
<td><strong>CHICKEN POX</strong></td>
</tr>
<tr>
<td><strong>CONJUNCTIVITIS</strong></td>
</tr>
<tr>
<td><strong>DIARRHOEA</strong></td>
</tr>
<tr>
<td><strong>INFLUENZA LIKE ILLNESS</strong></td>
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</tbody>
</table>
Statement on Bullying

This plan recognises that stopping bullying is everyone’s responsibility and that the problem lies with the bullying behaviour, not the victim.

The Baynton West Primary School community is committed to supporting and empowering students who are being bullied by using the following prevention and early intervention strategies:

- Modelling of respectful, courteous and ethical behaviour by all staff;
- Treating bullying seriously and investigating the facts of any incident;
- Recording incidents of bullying in a consistent way that allows for monitoring i.e. using Integris Behaviour Module;
- Discussing Baynton West Primary School’s Code of Behaviour and school rules with all students;
- Implementing social skills and anti-bullying programs, (i.e. Positive Behaviour Support and Fish! Philosophy), to improve students’ interaction with others.

These will be linked with relevant curriculum;
- Making classrooms and the playgrounds supportive and safe environments where learning takes place free of put downs, harassment and isolation;
- Organising whole school special days, where students can work in different environments and with other students, e.g. School Culture Days;
- Providing parents with information about bullying;
- Using the Pilbara Education Regional Office Students Services team where appropriate.

Resolution of bullying incidents will involve:
- Mediator led discussions;
- This is a mediator led discussion with those students involved in a bullying incident;
- Contacting Parents/Caregivers to notify them of the incident if it goes to step 5 of the 5 Step Behaviour Management Plan or to a severe clause.

See Parent Information Booklets;

- Recording such incidents in Integris and using Integris to monitor student behaviour over time;
- Referral to school psychologist for case management if required;

Please note: Parents/Caregivers should not approach those involved in alleged bullying incidents. These should be referred to the school leadership team.

Baynton West Primary School encourages its teachers to incorporate a wholeschool anti-bullying program into their classrooms and to react promptly and firmly when bullying occurs.

The key aims of the intervention plan are to:

1. Stop the immediate behaviour or harassment;
2. Ensure the person involved in the bullying action, changes his or her behaviour.
3. Ensure that all parties feel supported.
## Western Australian Vaccination Schedule

<table>
<thead>
<tr>
<th>Age</th>
<th>Disease Prevented</th>
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<tbody>
<tr>
<td><strong>Birth</strong></td>
<td><strong>Hepatitis B</strong></td>
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<tr>
<td>(must be given within 7 days of birth)</td>
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</tr>
<tr>
<td><strong>2,4 and 6 months</strong></td>
<td><strong>Pneumococcal</strong>&lt;br&gt;<strong>Rotavirus</strong>&lt;br&gt;<strong>Diphtheria, Tetanus, Pertussis,</strong>&lt;br&gt;<strong>Poliomyelitis, Hepatitis B and</strong>&lt;br&gt;<strong>Haemophilus Influenzae type b</strong></td>
</tr>
<tr>
<td>The same vaccinations are provided at 2,4 and 6 months of age&lt;br&gt;(DTPa containing vaccine can be given from 6 weeks of age)</td>
<td></td>
</tr>
<tr>
<td><strong>6 months to &lt;5 years</strong></td>
<td><strong>Influenza</strong></td>
</tr>
<tr>
<td><strong>12 months</strong></td>
<td><strong>Measles, Mumps, Rubella</strong>&lt;br&gt;<strong>Haemophilus Influenzae type b</strong>&lt;br&gt;<strong>Meningococcal C</strong></td>
</tr>
<tr>
<td><strong>18 months</strong></td>
<td><strong>Varicella (chickenpox)</strong></td>
</tr>
<tr>
<td><strong>4 years</strong></td>
<td><strong>Measles, Mumps, Rubella</strong>&lt;br&gt;<strong>Diphtheria, Tetanus, Pertussis,</strong>&lt;br&gt;<strong>Poliomyelitis</strong></td>
</tr>
<tr>
<td>(Can be given from 3.5 years of age)</td>
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</tr>
<tr>
<td><strong>School Year 7</strong></td>
<td><strong>Hepatitis B</strong>&lt;br&gt;<strong>Diphtheria, Tetanus, Pertussis</strong>&lt;br&gt;<strong>Varicella (chickenpox)</strong>&lt;br&gt;<strong>Human Papilloma Virus</strong></td>
</tr>
<tr>
<td>Term 1: Hep B and HPV</td>
<td></td>
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<tr>
<td>Term 2: Varicella and HPV</td>
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<tr>
<td>Term 3: Hep B and dTpa</td>
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<tr>
<td>Term 4: HPV</td>
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Cyclone Information

Cyclone Watch/Warning: Children are to attend school as per normal.

Blue Alert
In a blue alert the school will usually remain open.

If a Yellow Alert is predicted and likely to be declared at some time during the school day the school will not open and children are to remain at home.

If the school is to close, this information will be broadcasted via the following local radio stations. Emergency information is broadcasted at approximately ¼ past the hour. The frequency of the updates will depend on the type of cyclone alert. School closure will be broadcasted between 6.15am and 7.45am.

ABC Radio (Official Broadcast)
Spirit Radio (Unofficial Broadcast)

The closure advice will be repeated each morning until the decision to re-open the school is made.

School buses may be affected at this stage. Any change to the bus operation will be given on the radio at the above times.

PLEASE DO NOT RING THE SCHOOL. All information and updated reports relating to the warnings and school closure ARE ISSUED ON THE RADIO. Please keep yourself informed.

Yellow Alert
If a Yellow Alert is declared during a school day, the following will occur:

Yellow Alert before 12:00: – students can be picked up immediately from their classroom.
The school will close at lunch time. Students will not be sent home until instructions are received from parents.

Yellow alert after 12:00: – students can be picked up immediately from their classroom.
The school will close at the usual time. Students will not be sent home until instructions are received from parents.

Yellow alert after 14:00: - If a Yellow Alert is called at or after 2.00pm schools will generally be closed the following day. Please continue to listen to the radio to receive information as to when schools will open.

The above does not preclude immediate closure in extenuating circumstances and if deemed necessary by the Cyclone Committee.
**Cyclone Information**

**Red Alert**
The School will remain closed during a Red Alert.

In the event that a Red Alert is proclaimed after 2.00pm, schools will remain closed the following day. In the event that a Red Alert is proclaimed after 2.00pm but subsequently cancelled, the Regional Executive Director in consultation with the Cyclone Committee has the discretion to ensure that schools open the following day.

**After the Cyclone**

If a Red Alert is called after 2.00pm schools will generally be closed the following day to allow for assessment and repair of serious damage. Please continue to listen to the radio to receive information as to when schools will open.

Please keep yourself informed via the radio, until all threats from the cyclone has passed.
National Athem

Australians all let us rejoice
For we are young and free
With golden soil and wealth for toil
Our home is girt by sea
Our land abounds in nature’s gifts
Of beauty rich and rare
In history’s page let every stage
Advance Australia Fair

In joyful strains then let us sing
Advance Australia fair

Beneath our radiant Southern Cross
We’ll toil with heart and hands
To make this Commonwealth of ours
Renowned of all the lands
For those who’ve come across the seas
We’ve boundless plains to share
With courage let us all combine
To Advance Australia fair

In joyful strains then let us sing
Advance Australia fair.

School Song

We’re Baynton West and we strive for our best,
Working hard aiming high ‘til we reach the sky.
We’re Baynton West and we strive for our best,
Look at us we’re learning all the time.

With collaboration and harmony,
We’re building a future strong.
With fearless determination we try,
Never give up, we can do no wrong.

We’re Baynton West and we strive for our best,
Working hard aiming high ‘til we reach the sky.
We’re Baynton West and we strive for our best,
Look at us we’re learning all the time.

Like the Mulla Mulla petals we’re resistant and strong,
Like the Ashburton Pea we adapt.
We’re a sea of purple in a big red land,
Baynton West, we’re on the Pilbara map.

We’re Baynton West and we strive for our best,
Working hard aiming high ‘til we reach the sky.
We’re Baynton West and we strive for our best,
Look at us we’re learning all the time.
YEAH!
Growth and inspiration

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