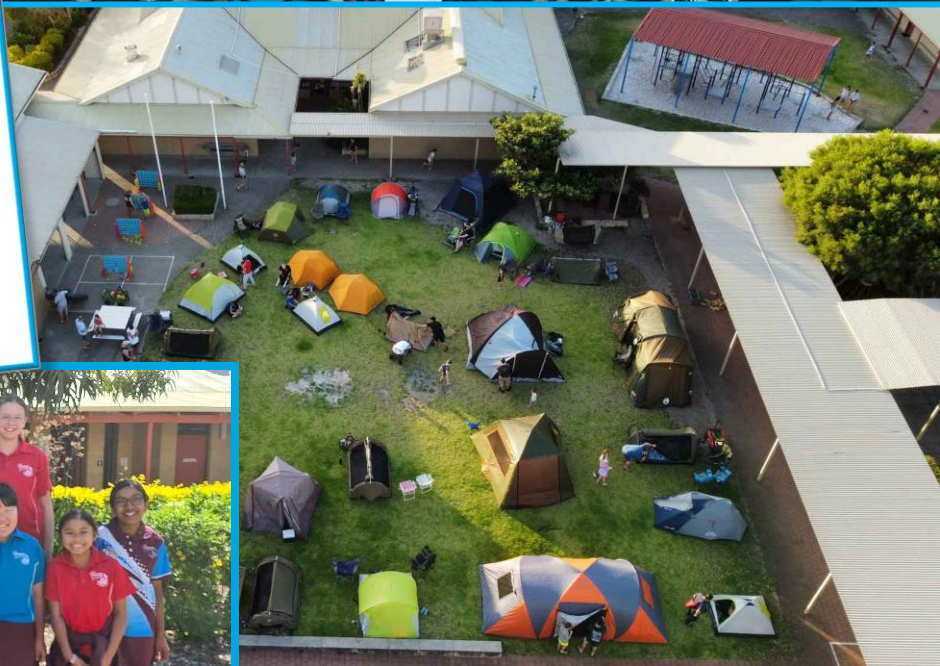




EXCELLENCE



CARING



COMMUNITY



**Parent Information
Book 2026**

School Information

Welcome, Background, Administration Staff,	3
School Contact, School Hours, Outside School Hours School Care	4
Term Dates, Public Holidays, Visitors, Leaving during school hours, Absences, Parking, Kiss and Ride Zone	5
Parking, Bicycles, Scooters, Valuables, Mobile Phones,	6
Medical Information, Head Lice, Canteen Management, Nut Allergy	7

Curriculum and Policies

Curriculum, Assessment and Reporting, School Motto and Purpose	8
Students at Educational Risk	11
Special Programs	12
Behaviour Management	13
Bullying Prevention Policy	17
Homework Policy	19
Dress Code, Booklists	20

Parents and School

Newsletter, Parent Group, Contacting Teaching Staff	21
Complaints, Parent Helpers, Duty of Care, Confidentiality	22
School Board	23
P&C Association, School Watch Program	24
Fees and Charges	25

Appendix A

Head Lice Information/Treatment	27
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PARENTS ARE IMPORTANT PARTNERS IN THEIR CHILDREN'S EDUCATION

WELCOME

A warm welcome is extended to parents and children attending our school. The staff at Forest Crescent Primary School hope that you and your children will enjoy many years of positive involvement with the school.

BACKGROUND

Forest Crescent Primary School first opened at the start of the 1987 school year with less than 150 students.

For the commencement of the 2026 year there are 590 students enrolled from Kindergarten to Year 6. Our school is designated a Level 6 Primary School by the Department of Education.

ADMINISTRATION STAFF

Principal
Deputy Principal
Deputy Principal
Deputy Principal

Mrs Louise Armstrong
Miss Jessica Sandhu
Mrs Rachael Spencer
Mr Brad Combes

OFFICE STAFF

Business Manager
School Officer
School Officer

Mrs Donna Caniglia
Mrs Sue Gross
Mrs Carol McLagan

STUDENT SUPPORT STAFF

School Psychologist
School Chaplain
Learning Support Coordinator

Ms Harriet Kirchner
Mrs Louise Parish
Mrs Tenille Nowell

SCHOOL CONTACT

TELEPHONE NUMBERS

Phone: (08) 9232 3550

POSTAL ADDRESS

83 Forest Crescent, Thornlie WA 6108

EMAIL ADDRESS

ForestCrescent.PS@education.wa.edu.au

WEB SITE:

<http://forestcrescentps.com>
(Please visit our website for up to date information)



DENTAL THERAPY CLINIC

South Thornlie Primary School, Ovens Road, Thornlie.

Telephone: 9459 4270

The School Dental Service provides free general dental care for all students from Pre-Primary to Year 11, or until age 17 years. Your child will be issued with enrolment forms. If your child is not already enrolled, its not too late to enrol now. Should you change address, please advise the Dental Clinic as all appointments are posted to the patients home address.

SCHOOL HEALTH NURSE

Maddington Child Health Centre

Telephone: 9452 2649

SMOKE FREE SCHOOL

Smoking is prohibited in the school grounds or building. Department of Education buildings and work sites became "smoke free" effective 29th January 1991.

SCHOOL HOURS

School commences	8.45am
Morning recess	10.45am -11.05am
Lunch in designated areas	1.05pm - 1.20pm
Lunch/playtime	1.20pm - 1.50pm
School finishes	3.00pm

This school's policy is that students should not be arriving prior to 8.30am as adequate teacher supervision cannot be guaranteed. The gate between the Administration Building and the undercover area, the oval gate and the service entry gate are the only school gates open prior to 8.30am, ensuring that students who do arrive early are directed to the Undercover Area where supervision will be provided from 8.00am. Prior to this time, there may be no one to supervise children. From 8.30am, all gates will be opened and class teachers will be in their room, ready to assume Duty of Care for their students.

Parent support is required as the safety of your children is extremely important to us. When children arrive at school (after 8.30am) they should go directly to their classroom. The 8.30am - 8.45am period is used for children to prepare for the morning lessons. Outside play is not permitted during this time.

At the end of the school day, children should not remain at school after being dismissed as adequate teacher supervision cannot be provided.

CAMP AUSTRALIA (Out of hours child care)

Camp Australia is proud to partner with FOREST CRESCENT PRIMARY SCHOOL, to offer families a quality BEFORE AND AFTER SCHOOL CARE PROGRAM. Camp Australia offers onsite Before and After School Care as well as Holiday Club Programs. Parents are reminded to ensure they have enrolled their child prior to utilising the service.

Please visit "<http://www.campaustralia.com.au/>" to register online. Parents are also eligible for the 50% Child Care Rebate discount to utilise the service.

Times: Before School Care 6.45am – 9.00am
After School Care 3.00pm – 6.00pm
Vacation Care Standard day 7.30am – 6.00pm

After School Sessions include Afternoon Tea. The service is conducted on school site in the Camp Australia Room 26.

For further enquires or assistance with registration, please contact Camp Australia on 1800 501 893 or drop in and visit the program. You may ring the School Coordinator on 0422578313 if you would like to discuss the service at Forest Crescent Primary.

SCHOOL TERM DATES 2026

	First Day of Term for Students	Last Day of Term for Students	School Development Day STUDENTS DO NOT ATTEND
Term 1	Monday 2 nd Feb	Thursday 2 nd April	Thursday 29 Jan and Friday 30 Jan Friday 3 rd April
Term 2	Tuesday 21 st April	Friday 3 rd July	Monday 20 th April
Term 3	Tuesday 21 st July	Friday 25 th September	Monday 20 th July
Term 4	Tuesday 13 th October	Thursday 17 th December	Monday 12 th Oct and Friday 18 th Dec

PUBLIC HOLIDAYS 2026

Labour Day	Monday 2 nd March
Easter	Friday 3 rd April – Monday 20 th April (School Holidays)
ANZAC Day	Monday 27 th April
WA Day	Monday 1 st June
King's Birthday	Monday 28 th September (School Holidays)

PARENTS AND VISITORS TO THE SCHOOL

Parents and Visitors to the school (within school hours) are required to sign in at reception and obtain a badge for identification purposes.

LEAVING THE SCHOOL GROUNDS

Children are not permitted to leave the school grounds during the hours of instruction unless an adult collects the student through the office and obtains a leave pass.

ABSENCES

Regular attendance at school is fundamental to your child's learning. Consistent attendance and participation are essential for your child's social and academic learning.

As parents or legal guardians of an enrolled child, you are responsible under the *School Education Act 1999* to ensure the attendance of your child at school every day. It is important to assist your child's achievement and learning by making regular school attendance a priority in your child's life.

The Department of Education's Student Attendance policy requires parents/guardians to provide an acceptable explanation to the school principal for any absence of their children.

Principals must authorise all absences. The Act defines health, religious and cultural observances as reasonable cause for a school absence and the absence would be recorded as 'authorised' by the principal.

As the parent/guardian you must obtain the principal's approval for any planned absence.

STAFF CAR PARK

This car park is for staff vehicles, ACROD holders, service vehicles and cars on Government business.

Parents are requested to not use the staff carparks for student drop off or pick up.

PARENT PARKING

The school and the City of Gosnells work together to ensure student safety around the school remains a high priority.

Parents are requested to park on the road verges allocated by the Gosnells City Council in Hickory Drive, Redheart Drive and Forest Crescent and the car parks in Redheart Drive.

Disabled parking bays are available in the Staff Car Park and Redheart Drive Car Parks for authorised Acrod Permit Holders.

As part of its ongoing commitment to the school community, the City's Rangers will inspect every school at the commencement of each term to ensure the correct parking signage is in place and determine its priority level with regards to parking issues. Schools that are determined as a high level of importance will be given priority for Ranger attendance

KISS AND RIDE ZONE

This area is clearly marked on Hickory Drive and is for parents to pull in and drop off, or pick up their children. This area is a designated *No Parking Zone* between the hours of 7.30am – 9.00am and 2.30pm – 4.00pm. Students must be dropped off or picked up in the designated bays they are not to cross the road.

BICYCLES: Bicycles ARE NOT to be ridden in the School grounds

All bicycles are to be put in the bike racks in our bicycle enclosure at the Forest Crescent entrance. The bicycle enclosure is kept locked during school hours.

Children are required by law (ie) The Road Traffic Act to wear helmets when riding bicycles. To be effective the helmet needs to be the correct size for the child and worn so that the forehead is protected with the strap fastened firmly under the chin. Parents will be notified when a child has been warned about NOT WEARING a helmet and continues to do so. The school may request that the child no longer brings his/her bicycle to school. Parents have been requested to provide their children with a locking security chain so that bicycles can be secured to the bicycle racks - an extra anti-theft precaution. The school does not take any responsibility for their security.

SCOOTERS:

It is recommended that children DO NOT bring scooters to school as storage facilities for scooters are not available. Scooters that are brought to school will have to be stored in the bicycle enclosure and will need a locking device to be secure. The school does not take any responsibility for their security. As for bicycles, scooters are not to be ridden in school grounds. NB Helmets **must** be worn when riding scooters.

VALUABLES AND TOYS

Toys or valuables should not be brought to school. Treasured toys or belongings such as radios, iPods, and jewellery should not be brought because considerable emotional upset can occur if these items are damaged or stolen. The school does not accept responsibility for these items.

MOBILE PHONES

The school's policy is in line with the Department of Education's Mobile Phone Policy. Students are not permitted to be in possession of mobile phones during school hours. If your child requires the use of a mobile phone before or after school for safety reasons, please notify your child's teacher of this need and arrange for your child to leave the phone at the front office for safe keeping during the day. Students will sign their phone in and out on the Mobile Phone Register. Please ensure the child's name is on the phone, so when it is collected at the end of the day the correct phone is given.

INFECTIOUS DISEASES

The Health Department provides guidelines for the school on communicable diseases. If you require further information contact the School Office. Parents are requested to comply with this Health and Safety Regulation

MEDICATION/MEDICAL PLANS

The Department of Education has provided schools with procedures in relation to the administration of medication. If your child requires medication please call at the School Office and fill out the required forms giving the staff permission to administer the medication. Please note that we are unable to offer Paracetamol to children without first seeking permission from parents. A member of the Administration Staff will administer medication to the children.

The school needs to be provided with adequate information regarding the details of a child's medical condition, which may require specific action and/or treatment under emergency conditions. Conditions include asthma, diabetes, epilepsy, allergic reactions and many others. Parents may obtain copies of the Individual Care Plan form from the School Office to pass on these details, from which an Emergency Action Plan will be developed.

Copies of the school Medication Policy are available from the School Office.

HEAD LICE

The Principal may require that a student not attend school or participate in an educational program of the school while suffering from a medical condition such as head lice (s27 School Education Act 1999). Exclusion for head lice should commence no later than the day on which the school has detected infestation and exclusion should continue (usually the period of one day) until treatment has removed all adult head lice and only a few eggs are remaining. It is imperative that the removal procedures be kept up for the recommended period (usually over the following 10 days).

For the latest information from the Health Department regarding Head Lice, refer to Appendix A at the back of this booklet.

CANTEEN MANAGEMENT: “*Crescent Crunch*”

The Canteen is open for lunches and recess sales five (5) days a week. This is under the control and management (through the Principal) of the P&C Association. The duties of the Manageress include organising the running of the Canteen, drawing up menus, pricing and ordering. The P&C Canteen Committee oversees the operations of the canteen.

The aim of the canteen is to make and sell nutritional lunches and to encourage healthy eating habits amongst the children by supplying a different and exciting menu to suit the season. It is run by canteen organisers with voluntary parents' help.

Children either bring their bags written out from home or write them at school and hand them in to the canteen prior to the beginning of school at 8.45am. Parents can order on Flexischools prior to 8.45am. Lunches are made and delivered to the classroom at lunchtime. Counter sales are available at recess and lunchtime for children from Years 1-6.

Helpers

Helpers are always required in the canteen and volunteers help to keep our costs down and the canteen running smoothly. You can help in half hour, hour or all day sessions. This could be on a weekly or term basis. If you are able to help out please contact our canteen manager, Tanniell Kimwatan on 0436 943 872, to arrange a roster time.

NUT ALLERGY RISK MINIMISATION

Our school has a number of students who are at extreme risk of anaphylaxis due to nut allergy. Your support in not sending nut products to school is requested and would be appreciated. This includes products such as peanut butter, chocolate and health bars.

It is also important that if your child attends a class with a child who has nut allergies that you try to minimize risk of allergic reaction by ensuring that if your child eats peanut butter, nut cereal or bar for breakfast that they wash hands etc thoroughly before coming to school.

Our canteen ensures that nut products are not sold to minimise risk however, this may not necessarily apply to those foods labelled “may contain traces of nuts”.

When children with severe nut allergies attend school camp we request that foods containing nuts are not taken or supplied, this is consistent with our school nut minimisation policy.

CURRICULUM, ASSESSMENT AND REPORTING

WESTERN AUSTRALIAN CURRICULUM

All Australian state governments have committed to the goals of the Melbourne Declaration: that Australian schooling promotes equity and excellence; and that all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum identifies eight learning areas:

- English
- Mathematics
- Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences)
- Humanities and Social Science (including Civics and Citizenship, Economics and Business, Geography, History)
- The Arts (including Dance, Drama, Media Arts, Music, Visual Arts)
- Languages
- Health and Physical Education
- Technologies (including Design and Technology, Digital Technologies).

All Western Australian Government Schools teach the Western Australian Curriculum.

ASSESSMENT AND REPORTING

Teachers use a variety of assessment tools and strategies to monitor and report on student progress. These methods are ongoing and a part of the learning process.

Formal Reports are issued for all students in Yrs K – 6 at the end of each Semester. These reports are a standard template across all Government Schools in Western Australia and include Descriptors of Achievement for Yrs K – 2 and Grades (A – E) for Yrs 3 – 6 as well as information about Attitudes, Behaviour and Effort. Students in Yrs 3 and 5 will receive their NAPLAN Report late in Term 2.

The mandated 'On Entry' assessment is completed early in Term 1 for Pre Primary. Assessment occurs while the students are engaged in a range of well-prepared learning activities.

Parents are invited to attend at least one formal interview Kindergarten students. Interviews are held during term 2 and focus on the strengths and learning needs of the child.



SCHOOL MOTTO

In Learning We Grow



OUR VISION

At Forest Crescent Primary School we have a distinctive learning environment providing quality teaching and equitable opportunities for all students to achieve. We provide support and opportunities for all students to realise their full potential, become lifelong learners, embed resilience through developing social and emotional skills, and promote positive relationships with the community with a global perspective. Our Staff value inclusivity, diversity and promote student success through a wide range of opportunities that enable every child to reach their academic potential and be a good world citizen.

OUR SHARED VALUES

Community, staff and students will strive to be confident, honest, respectful, caring, friendly and courteous, and will be guided by these five core values and create the best learning environment for all:

1. Endeavour to achieve one's potential through a commitment to the pursuit of knowledge and understanding.
2. Be self-respecting and develop a unique sense of personal meaning and identity.
3. Demonstrate respect, concern and acceptance of others, their rights and property.
4. Be socially and civically responsible.
5. Be environmentally aware and responsible.

CODE OF BEHAVIOUR

The staff at Forest Crescent Primary School work towards achieving high outcomes for all students and is inclusive with the aim of providing quality opportunities for learning regardless of gender, race or ability in a safe environment. This is supported by staff actions that provide the best learning environments for all children guided by five Code of Behaviour that include:

- A pursuit of knowledge and a commitment to achievement of potential
- Self acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility

FOREST CRESCENT IS AN INCLUSIVE SCHOOL

Our school educates students from many cultures, students with differing abilities, diverse religious and linguistic backgrounds and from various family combinations. As school personnel we are legally and ethically bound to respond appropriately to the needs of an increasingly diverse population of students and acknowledge that students differ in their abilities and learning styles.

We consider the needs of all students including those who are/have

- Gifted and talented
- English as a second language
- Varying cultural backgrounds
- Challenging behaviours
- Learning difficulties
- Disabilities
- Mental health or well being issues

We endeavour to:

- Provide access to and participation in schooling suited to the individual needs of the student
- Value diversity and recognize the contributions of all students
- Ensure that decisions and adjustments to resources, pedagogy, programs and services reflect the individual needs of the student
- Embed inclusive schooling principles and practices into school policies and procedures

So that all students receive high quality education and support services through responsive planning and collaborative partnerships.

SCHOOL POLICIES LINKED TO VALUES EDUCATION

- Behaviour Management in Schools
- Bullying Management
- Students At Educational Risk
- Child Protection
- Curriculum, Assessment and Reporting
- Reporting to Parents
- Inclusive Schooling / Pastoral Care

Values Education at Forest Crescent Primary School

★ Kids for Kids	★ Sustainability
★ Scripture	★ Clean up Australia Day
★ Rainbows	★ Bike Week
★ Aussie of the Month	★ NAIDOC Week
★ Merit Certificates	★ Harmony Week
★ Faction tokens	★ Water Wise Activities
★ Class Rewards	★ Incursions
★ Assembly	- Life Education
★ Awards	- Constable Care
★ School Councillors	★ Visual Arts
★ ANZAC Day	- Band
★ Charity free dress days	- Choir
★ Anglicare Donations	- Performances
★ Sports carnivals	- Art Exhibitions
★ Faction Captains	★ Environmental projects
	- Waterwise gardens
	- Dual toilet flush systems
	- Planting trees

Values Education BACKGROUND INFORMATION

Values: What are they?

Values are determined by the beliefs we hold. They are ideas about what someone or a group thinks is important in life and they play a very important part in our decision-making. We express our values in the way we think and act.

Values and Schooling

All members of the school community have their own beliefs and values. These are reflected in the way individuals conduct themselves, the language they use and accept, their behavioural expectations, the discipline methods they use and their expressions of personal preference. Across the school the allocation of resources (time and money) is based on what is seen as important.

The Role of Schools

It is important to help students develop their own coherent system of values and beliefs. Students have the right to know that no topic in any subject is value free. It is important for students to be critically aware of the values of others, they need practice to recognize, examine and evaluate their own values and the values of others.

STUDENTS AT EDUCATIONAL RISK

Forest Crescent Primary School is committed to ensuring that all students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society. Staff members have an obligation to identify and cater for those students who may be at educational risk by developing and implementing appropriate educational programs with the aim of demonstrating educational progress for those children identified at risk.

DEFINITION

Students at Educational Risk are those students who are at risk of not achieving expected learning outcomes. At Forest Crescent, this includes children who are not meeting the age appropriate curriculum standards or who are underachieving. They may be:

- Of high intelligence or have an area of talent
- Diagnosed/imputed with a disability or learning difficulty
- Under the care of Child Protection and Family Support
- Indigenous to Australia – Aboriginal or Torres Strait Islander
- Learning Standard Australian English as an additional language
- Disadvantaged
- Suffering trauma, anxiety or other mental health issues.

CASE CONFERENCES

A case conference may be set for a child who has been identified either by a parent or teacher as being at educational risk. It involves a round table discussion to identify the needs of the student, any suitable strategies to improve learning outcomes and the goals to be obtained. Case conferences are ongoing as required. Depending on the needs of the student, a conference will involve the parent(s) and a delegated Deputy Principal, Learning Support Coordinator, School Psychologist and other professionals involved for children with a diverse range of needs. Case conference notes will be taken, outlining all parties commitments to meeting the students needs. These will be signed by all parties and kept on student records.

PSYCHOLOGIST

Please contact the class teacher / principal if you would like to make an appointment with the school psychologist. This will occur through the Learning Support Coordinators.

SCHOOL CHAPLAIN

Louise Parish is our School Chaplain. She has 27 years experience working in schools providing support and pastoral care for staff, students and their families. If you would like to speak with Louise she is based in the Administration Block and is available on Tuesday's and Wednesday's from 8.30am or alternatively you can phone the school and make an appointment.

LITERACY

Students from Years K – 6 are given assessment tasks throughout the year to create a profile of literacy skills. New students are tested upon entry into the school. In Years 3 and 5 NAPLAN data is also used. The results of these tests together with a variety of other classroom assessments and observations form the basis for inclusion in the Student at Educational Risk program.

NUMERACY

Students from K – Year 6 are given relevant diagnostic tasks to identify individual ability. This information is moderated against the students in the Western Australia Curriculum. In Years 3 and 5 NAPLAN data will also be used. Using the above information, together with a variety of other classroom assessments and observations teachers will cater for the continued progress of all children including students at educational risk. Mr Combes oversees this program as the numeracy specialist.

GIFTED AND TALENTED STUDENTS

Students who are working at a high level are identified as Gifted and Talented and as such should be provided with learning opportunities that enhance learning. They may also have access to South Metropolitan Primary Extension and Challenge Program (PEAC). Our school also operates extension programs in Numeracy, Literacy, Technology, Art and Music for selected students across the school. Parents will be notified if their child is selected to participate in one of these programs.

PLANNING FOR IMPROVEMENT

Teachers will develop and implement an Individual Education Plan (IEP) for children who are identified at risk; being those students who have a disability or who have been identified through school data or the

profiling process. The IEP should be developed to address the needs of the student based on information gained from a variety of sources; including handover information from the previous teacher, parents and other stakeholders such as relevant associations and therapists. It is recommended that an IEP be reviewed each term in order to make any necessary modifications or develop a new plan. It may also be necessary to plan for the special needs of a student through an Individual Behaviour Plan (IBP) and/or a Risk Management Plan.

SPECIAL PROGRAMS 2026

SCHOOL SPECIALIST PROGRAM

The school has a specialist program for Physical Education, Art, Drama and Music. Language other than English (Italian) is offered to Years 3-6. The specialist program teachers liaise with other teachers in their work with students in the school.

INTERM SWIMMING

All children attending Government Primary schools from Pre Primary to Year 6 should attend swimming lessons. These lessons are conducted by the Swimming and Water Safety Section of the Department of Education and Training. The lessons cater for children in Stages 1 – 12+.

Forest Crescent Primary School students attend lessons at Gosnells Leisure Centre from

Monday 31 August – Friday 11th September (Years 4-6) and

Monday 3rd August – Friday 14th August (PP – Year 3).

As the activity is part of the curriculum, ALL children are expected to attend unless a written explanation of non attendance is received from parents. Departmental swimming teachers conduct the lessons at the pool. Although swimming lessons are free, there is a cost for bus transport and entry to the pool. The level of charges is outlined in our "Contributions, Fees and Charges" policy on page 25.

PEAC (PRIMARY EXTENSION AND CHALLENGE PROGRAM)

PEAC is aimed at supporting the school's endeavours to meet the needs of academically talented children. Selected children in Years 5 and 6 are offered places in various PEAC courses based upon the result of academic testing in Year 4. PEAC lessons are conducted by specialist teachers off site.

INFORMATION AND COMMUNICATION TECHNOLOGIES

The Internet allows users to search worldwide databases and exchange messages (email) throughout the world. All students from Pre Primary to Yr 6 have had access to the Internet from classroom computers and the library. Benefits to students at this school include the support of research and education by providing access unique resources and an opportunity for collaborative work.

It is the policy of Forest Crescent Primary School that students will use the Internet in a responsible manner and be consistent with the educational objectives of the Department of Education. Accordingly, parents/guardians are asked to read and discuss the rules governing the behaviour of students who access the system with their child. Both parent/guardian and the student are to sign the user agreement form and return it to school. Students who do not return a completed Internet User Agreement cannot use the Internet at school. Students who do not adhere to any part of this agreement may lose the privilege to use the system and further disciplinary action may be taken. Parents will be notified of any infractions.

Our school has over 100 iPads which are spread across all classes to assist with student learning. Suitable apps are used with our students and we will regularly provide information to parents of suitable apps they might like to purchase to use on iPads to support their child's learning.

INSTRUMENTAL MUSIC/BAND AND CHOIR

Students from years 5 and 6 are selected to participate in the instrumental music program and band. Aptitude for particular instruments is a part of this selection process which takes place at the end of year 4. Tutors from the School of Instrumental Music provide the tuition free while instruments are hired for the first year of tuition (Guitars have to be supplied by the student) and are expected to provide their own from year 6. The band practices once a week and performs at a number of functions including assemblies, presentation night and concerts. Students (years 4, 5 and 6) are asked to audition for choir each year and may be selected to participate in choir. There is a commitment to practice once per week and the choir performs at a number of choral festivals and competitions during terms three and four. Most of these occur out of school hours. There are also a number of other performances throughout the year such as assembly and presentation night. The choir uniform is black pants, white shirt and black shoes. A burgundy waist coat is provided for formal performances.

BEHAVIOUR MANAGEMENT

Our school's Behaviour Management in School (BMIS) and Anti-Bullying Policy and Procedures were developed with the school community. They have been further refined over the years to match the

requirements of legislation and The Department's policy and guidelines. A full copy of our policy is available from the school.

Our Goals

This approach to discipline aims to provide an inclusive, safe and stimulating learning environment for students and teachers to work together. The management of student behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

- Create a positive environment within our school and classroom so that teachers and students can work together in harmony.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Establish a set of rules that protect the rights of all individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.
- Establish systems so that conflicts can be solved in a positive, non-violent manner.
- Provide a range of programs that are aimed at providing opportunities for students to acquire and apply positive social skills across different situations.

Our Beliefs

Our BMIS Policy is based on the following philosophy:-

- A **CONSISTENT** approach to discipline throughout the whole school.
- Children accepting responsibility for their own behaviour.
- Learning happens best when student-teacher relationships are based on mutual trust and respect.
- The mental, physical health and well-being of students and teachers is a priority.

Rights And Responsibilities

Students have the right to:

- learn in a purposeful and supportive environment.
- work and play in a safe, secure, friendly and clean environment.
- respect, courtesy and honesty.

Staff have the right to:

- respect, courtesy and honesty.
- teach in a safe, secure and clean environment.
- teach in a purposeful and non-disruptive environment.
- cooperation and support from parents and other staff.

Parents have the right to:

- be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.
- be informed of their child's progress.
- access for their child to a meaningful and adequate education.
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

A Healthy & Inclusive Environment for Everyone

Every parent rightly expects that when their child is at school they will be safe, nurtured and supported to learn. Similarly, teachers and school staff should feel safe in their workplace.



Responsibilities

Students have the responsibility to:

- ensure that their behaviour is not disruptive to the learning of others.
- ensure that the school environment is kept neat, tidy and secure.
- ensure that they are punctual, polite, prepared and display a positive manner.
- behave in a way that protects the safety and well being of others.

Staff have the responsibility to:

- model respectful, courteous and honest behaviour.
- ensure that the school environment is kept neat, tidy and secure.
- establish positive relationships with students and their families.
- ensure good organisation and planning.
- report student progress to parents.
- consistently implement school policy.

Parents have the responsibility to:

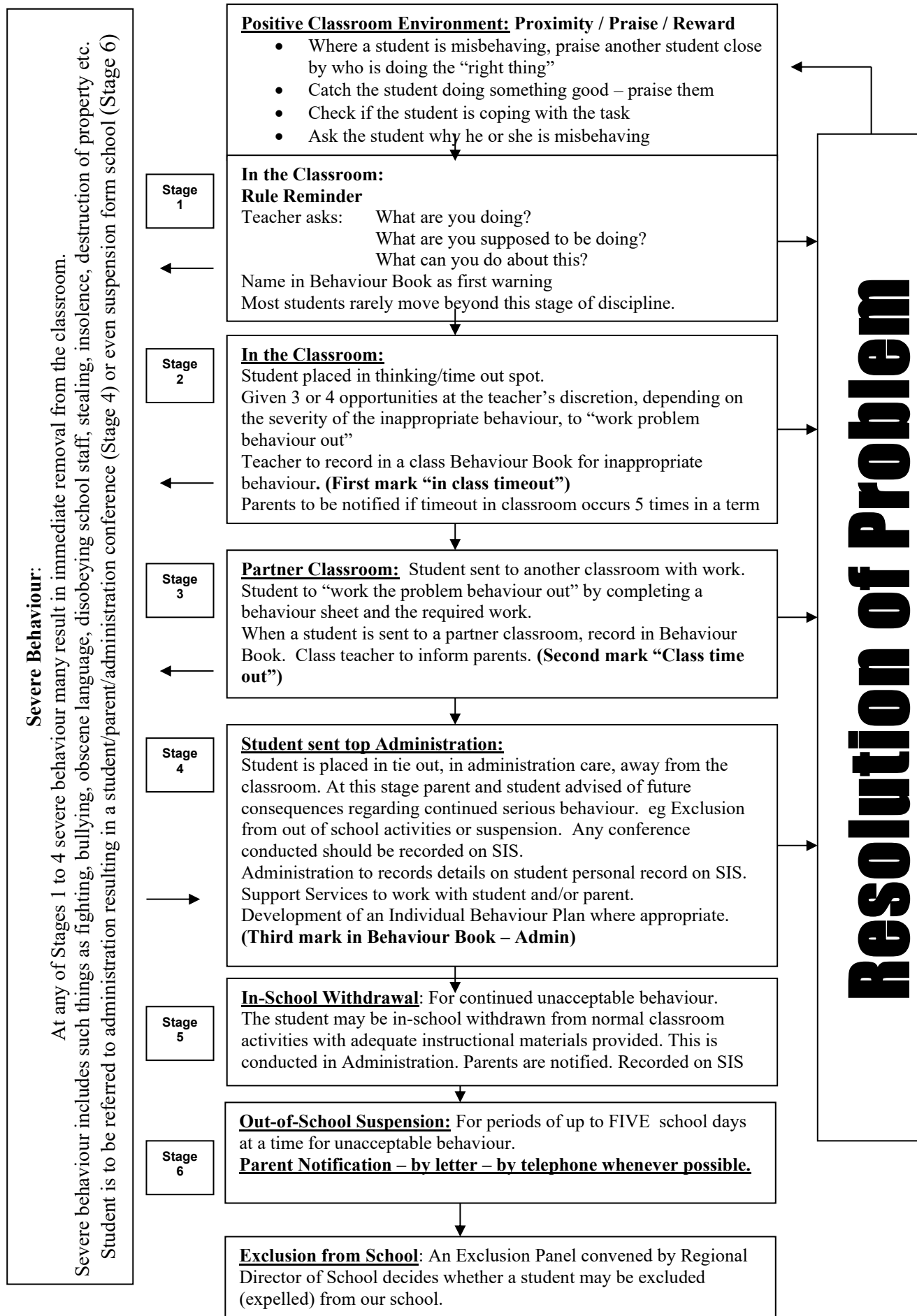
- ensure that their child attends school.
- ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- support the school is providing a meaningful and adequate education for their children.

We believe every child has the right to be safe at school.

Appropriate behaviour is a top priority at our school



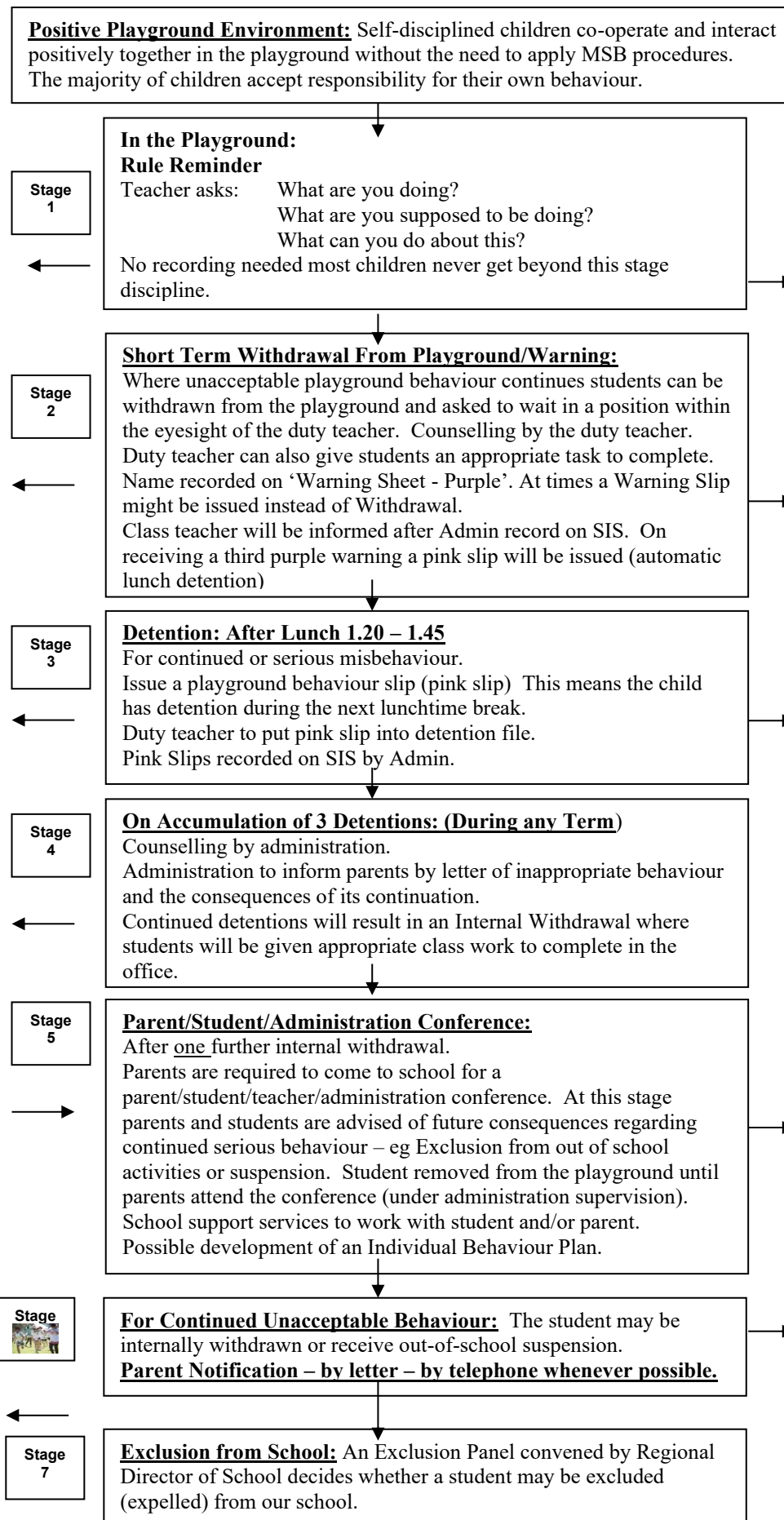
Managing Student Behaviour (M.S.B.) Classroom Support System



Managing Student Behaviour (M.S.B.) Playground Support System

Severe Behaviour:

At any of Stages 1 to 5 severe behaviour many result in immediate removal from the playground
Severe behaviour includes such things as fighting, bullying, obscene language, disobeying school staff, stealing, insolence, destruction of property etc.
Student is to be referred to administration resulting in a student/parent/administration conference (Stage 5) or even suspension from school (Stage 6)



Resolution of Problem

BULLYING PREVENTION POLICY

A safe environment for students:-

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Our safe working environment is outlined in our statements of an individual's rights. Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying, violence and harassment are a wilful conscious desire to hurt, threaten or frighten. It gives power through another's pain, fear and humiliation.

Bullying is defined as:

Any behaviour intended to hurt, injure, threaten, frighten or embarrass another person. This includes all forms of cyber bullying.

Bullying:

- is the misuse of power,
- is uninvited aggressive words or actions,
- is hurtful, and
- can be deliberate or unintentional by individuals or groups

WHAT FOREST CRESCENT PRIMARY SCHOOL IS DOING

The School ensures that all staff and students are aware of what bullying is, that it must be taken seriously and will not be tolerated.

Staff are creating open, caring classroom and playground environments where the children feel confident and safe to tell someone they are being bullied or know that bullying is occurring.

Staff are discussing and teaching students about peer pressure, assertiveness and people's rights (school code of behaviour).

Staff are implementing problem solving / conflict resolution strategies viz:

- Kids Matter
- Explicit teaching Social/Emotional skills
- "I" statements between the victim and the bully (eg) "I don't like it when you tease me.
- Please stop doing it.
- "Fair fighting" approach between victim and the bully with an adult as mediator.
- The "No Blame" approach discussing with the bully and the victim a problem-solving approach (eg) ask the bully "What could you do to help the victim or solve the problem?"

Staff are helping to develop children, who are confident, well-balanced resilient people.

Staff are caring for the victim (eg) bolstering self-esteem and confidence, teaching assertiveness, changing routines.

Staff are implementing the school rules (eg) We believe in people having a kind and caring way of dealing with other people.

Support for victims

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will do something about it. The victim and assailant may be requested to write down what happened. Both parties will be counselled and caregiver(s) notified of the outcome(s). A request will be made for the caregiver(s) support and understanding. The class teacher involved will oversee the process over a period of time. Teachers will incorporate into the curriculum a personal development program including role play, classroom meetings and cooperative group activities, to assist students develop assertive rather than aggressive ways of dealing with situations of conflict. This program will focus specifically with worst-case scenarios.

Parent Support

The school will:

- request that parents cooperate with the class teacher in any follow up process;
- involve professional help, where necessary; and,
- have information available for parents.

Cybersafety / Cyber bullying

In our growing technological age, it is imperative that students, teachers and parents become more aware of the impact these technologies can have in both positive and negative ways.

Being “cyber-savvy” is extremely important for parents, as quite often children are more adept at using the technology than most adults. Its not just as simple as supervising students on the internet, you now need to also monitor mobile phones, ipods, ipads, tablets and most gaming consoles as all devices can allow your child to access the internet and social media (Facebook, Instagram, msn Messenger, Twitter, Skype etc). This access can unfortunately result in your child becoming a victim of cyber bullying or can lead them to be contacted by strangers.

If your child has access to the World Wide Web, or uses social media, please familiarise your child with how to restrict uses, set privacy settings and most of all, monitor their use.

Below are some helpful websites for you to get some helpful information from.

<https://www.esafety.gov.au/key-topics/cyberbullying>

https://www.education.wa.edu.au/countering-violent-extremism/-/asset_publisher/VCdwL6cp1SFC/content/cyber-safety/maximized

<https://www.esafety.gov.au/key-topics/esafety-guide>



HOMEWORK POLICY

Forest Crescent Primary School believes children should have opportunities out of school to play, relate with others, learn about culture, community and the world around them. Homework should therefore occur in conjunction with these experiences, avoiding stress and developing positive dispositions for learning. It should take into account the age, needs of the student and the Western Australian Curriculum. It can provide regular opportunities for the student to consolidate learned skills and concepts. Homework may also be seen as a time to share information with parents about current classroom learning. Parents are encouraged to supervise the completion of homework AND to initiate some informal experiences to develop the student as a whole person.

Kindergarten

Read with your child each night and ask them questions about the story or pictures.
Listen to and talk with your child.
The class teacher may from time to time set an oral language activity.

Pre-Primary

Read with your child each night and ask them questions about the story or pictures. This may be a home book, library book or a take home reader.
Listen to and talk with your child.
The class teacher may from time to time set an oral language or investigation activity.
Letters, sounds, sight words and counting according to need.

Year 1 and 2

Read with your child each night and ask them questions about the story or pictures.
Home reading using a take home reader. This should take about 15-20 minutes.
The class teacher may from time to time set an oral language task.
Letters, sounds, sight words, spelling and counting according to need.

Year 3

Students are encouraged to take responsibility for their own learning and homework.
Read at home for 15-20mins using either a take home reader, library book or book from home. Students are to read silently and then aloud. Parent/carer to ask questions/discuss the story.
Maths: Problem solving and/or basic number skills as set by the teacher, eg skip counting or times tables.
Spelling: as set by the class teacher according to need.
The class teacher may from time to time set an oral language task.

Years 4 and 5

Homework may take about 20-30 minutes 4 days a week and may include:
Reading: Students are to read silently and then aloud. Adult to ask questions/discuss the story.
Maths: Problem solving and/or basic number skills as set by the teacher, eg times tables.
Spelling: as set by the class teacher according to need.

Year 6

Homework may take about 30 minutes 4 days a week and may include:
Reading: Students are to read silently. Adult to ask questions/discuss the story.
Maths: Problem solving and/or basic number skills as set by the teacher, eg times tables.
Spelling: as set by the class teacher according to need.

IN ADDITION Teachers may require children in years 1 – 6 to...

- Complete unfinished work at home
- Undertake special research projects

*Some children will have specific homework programs developed in consultation with parents.
Neat written and printed presentation is expected with all written homework.*

DRESS CODE

A school's dress code can play an important role in promoting a positive image of the school and creating a sense of identity. There are many reasons to introduce a code of dress for students (eg student safety can be improved because they can be identified more readily and generally, the cost of uniform items is less than alternative clothing) however, it is up to individual School Boards to determine what is appropriate for that school's circumstances.

This school has a proud reputation when it comes to the wearing of school uniform and our School Board acknowledges the importance of having a School Dress Code. This code makes clear the intent of the School Board that students attending Forest Crescent Primary School wear the correct school uniform for reasons of student health and safety.

RELEVANT LEGISLATION

School Education Act 1999, sections 128(d), 140(d) and 123

School Education Regulations 2000, Regulations 33 to 36

Occupational Health and Safety Act 1996

Equal Opportunity Act 1984

The current school uniform was decided upon by the P&C and endorsed by the School Board
The current School Uniform is as follows:

Uniforms

BOYS

Light blue polo shirt with emblem*

Burgundy shorts or (optional) cargo burgundy shorts*

Burgundy zip jacket*

Burgundy track pants*

Burgundy cargo pants*

Suitable footwear (enclosed shoes, sneakers or sandals).

Sunsafer Hat (Wide Brimmed or Legionnaires)*

GIRLS

Burgundy, blue & white check dress, A-line style*

Burgundy skirt*

Burgundy knee length pleated skirt *

Light blue polo shirt with emblem*

Burgundy zip jacket *

Burgundy track pants*

Suitable footwear (enclosed shoes, sneakers or sandals).

Sunsafer Hat (Wide Brimmed or Legionnaires)*

Denim is not to be worn at school.

Sport

Boys

Faction coloured polo-shirt *

Burgundy shorts *

White socks, suitable footwear

Tracksuit (winter) *

Sunsafer Hat (Wide Brimmed or Legionnaires)*

Girls

Faction coloured polo-shirt *

Burgundy sports skirt/skort *

White socks, suitable footwear

Tracksuit (winter)*

Sunsafer Hat (Wide Brimmed or Legionnaires)*

Items sold through the School's P & C Uniform Shop

NB: Hair is to be tied back if shoulder length or longer (Boys and Girls)

BOOKLISTS

Booklist are available from the office and vary from one year to the next.

PARENTS AND SCHOOL

For your child to gain full benefit from school, close co-operation between home and school is essential. Parents are always welcome to discuss their child's progress with the class teacher and communicate with the Deputies or Principal when necessary.

NEWSLETTER

A fortnightly newsletter is published on a Friday and distributed to parents via email. The newsletter provides a wide variety of information concerning school programs and activities. Parents wanting a hard copy of the newsletter may request this through the school office.

OFFICIAL SCHOOL PROCEDURES FOR MAKING CONTACT WITH TEACHING STAFF

EVERYDAY MATTERS: Parents may make direct contact with teaching staff for "everyday" matters, preferably before school, after school or during "Duties Other than Teaching Times (DOTT)".

CONCERNED PARENTS: Teaching staff will refer concerned parents to school management personnel (ie) principal and deputy principals.

SERIOUS CONCERNS: Parents with serious concerns to discuss with teaching staff are requested to phone the principal or deputy principals on 9232 3550 to arrange a mutually agreeable meeting time.

Our school, like most government schools, recommends the problem-solving procedures published in a "PARENT AND CITIZEN" magazine to parents as an effective way of sorting out school-based concerns. The notes below illustrate the steps recommended for meeting the appropriate sequence of people starting with the class teacher - moving on to the Principal, Regional Executive Director, Director General - should problem-solving at lower levels prove to be unsatisfactory.

HOW TO RESOLVE PROBLEMS OR CONCERNS AT SCHOOL

Step 1: Get a good grasp of the problem

***CHECK** your child's story out with your child. If it does not sound like "teacher like" talk or behaviour, check out your child's story more closely before approaching the teacher.

Step 2: Arrange an interview with the class teacher

***MAKE AN APPOINTMENT** for a time to meet, which suits both you and the teacher

Step 3: Discuss what's bothering you.

***The teacher's co-operation will be most readily available when your**

- (1) facts are correct
- (2) you are prepared to discuss the concern.

Step 4: Follow up if necessary

*How to follow up on a meeting with your child's classroom teacher depends very much on what was discussed and agreed to at the meeting. BUT BE PATIENT. Change won't happen overnight. Keep in regular contact with the class teacher.

Most meetings with classroom teachers result in satisfactory outcomes, particularly when you follow the steps outlined above. You may, however, want to address your problem or concern to someone other than the classroom teacher. This may be the case when:

- You have already approached the classroom teacher but no satisfactory resolution could be arrived at, or
- You believe that a higher authority must be consulted in the first instance, or
- Your problem or concern is about something other than what happens specifically in the classroom (eg an aspect of school policy), or
- Your problem or concern is about a member of the school's non teaching staff.

Remember we really look forward to hearing opinions of how the school is operating. Tell us what we do well and how we can improve for the benefit of our students.

COMPLAINTS

Complaints can be made:

- Verbally;
- By letter or;
- By email

Complaints can be lodged with the school using any of the contact methods listed above. Written complaints should be addressed to The Principal marked **PRIVATE AND CONFIDENTIAL**.

When making a complaint:

You should provide the following information when making a complaint:

- Your name and contact details
- Copies of any relevant correspondence or documents relating directly to the complaint
- The nature of the complaint; and
- What you consider is needed to resolve the complaint

In the case of a verbal complaint, where you do not want to be identified or to lodge the complaint in writing, we will endeavour to work directly with you to resolve the matter.

A full copy of Complaints Management Policy will be on the school website and available from the office.

PARENT HELPERS

Parent assistance in classrooms and on excursions is much valued by Forest Crescent Primary School. There are many strategies and activities used by teachers which are greatly enhanced by the opportunity to have another person assisting. Whether you are giving time to assist with individual children, preparation of materials and resources or working with groups of children, we appreciate your time and the commitment you are making to the school.

It is now a requirement of the Department of Education that all schools obtain Confidential Declarations from all volunteers and parents assisting with students at schools. These declarations need to be updated annually.

All parents assisting in the school are required to sign on the iPad in the front office.

DUTY OF CARE

- Teaching Staff owe a duty to take reasonable care for the safety and welfare of students whilst students are involved in School Activities or are present for the purposes of a School Activity. The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.
- In discharging their duty of care responsibilities, Teaching Staff must exercise their professional judgement to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities.
- When Non-Teaching Staff, Volunteers and External Providers agree to perform tasks that require them to personally care for students (in the absence of a member of the Teaching Staff), they will also owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.

CONFIDENTIALITY

During the course of spending time in a classroom and working with children, parents may witness many incidents and observe much behaviour. These may range from learning difficulties experienced by a child to a problem with behaviour management. It is a requirement that teachers treat all such information as strictly confidential. This requirement also applies to any other person working in a classroom or school. Observations made remain confidential and are not discussed outside of the classroom. Any concerns should be discussed with the teacher. Parents may only discuss their child with a teacher. The teacher, likewise, will not discuss children other than with their parent.

PARENTS SHOULD

- feel comfortable in sharing information about their child, expressing appreciation and voicing their concerns in a constructive manner;
- feel their presence and contribution in the life of our school is welcomed;
- have a sense of confidence in “their” school and in those who manage it;
- liaise with other parents where possible in order to support other parents and draw them into the wider school community; and
- encourage their child to co-operate fully, to join in school activities and take pride in the buildings, grounds and the school community as a whole.

IN FOSTERING THIS PARENT-SCHOOL PARTNERSHIP, IT HAS TO BE RECOGNISED THAT STUDENTS HAVE THE RIGHT TO;

- experience a good education;
- learn in a safe and pleasant environment;
- behave in accordance with the SCHOOL RULES and the School Code of Behaviour;
- learn in an atmosphere that is free from harassment;
- feel valued by staff and cooperate fully with staff;
- communicate positively with each other; and
- enjoy school

The actions of all staff in providing the best learning environment for students are guided by four core values:

LEARNING

Staff have a positive approach to learning and encourage it in others.

Staff facilitate student learning based on the belief that all students have the capacity to learn.

EXCELLENCE

Staff have high expectations of themselves and their students. They set standards of excellence and strive to achieve them. These standards and expectations challenge staff to give of their best.

EQUITY

Staff have a right to a workplace that is free from discrimination, abuse or exploitation.

Staff recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes of all.

CARE

Staff treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

THEREFORE Staff have the right to be treated with the same respect, dignity and honesty that is accorded to our students and their parents.

SCHOOL BOARD

The School Education Act 1999 provides for School Boards to enable parents and members of the community the opportunity to engage in activities that are in the best interest of students and enhance the education provided by the school.

Specifically, the functions of the Board are to take part in

- Establishing and reviewing the school’s objectives, priorities, and general policy directions
- Finance planning to support the above
- Evaluating the school performance in achieving the above
- Formulating codes of conduct for students
- Determine, in consultation, a dress code for students
- Promote the school in the community

Approve

- Charges and Contributions
- Extra cost optional components of the education program
- Items to be supplied by a student for personal use in the educational program
- Advertising and sponsorship arrangements

The School Board 2026

Chair – Kelly Ibbitson

Parent Rep – Aaron Hayes, Joshua McCann and Ken Tan

Staff Rep – Louise Armstrong, Jacqui Davies, Jane Rankine, Jessica Sandhu

Ex Officer – Donna Caniglia

P & C ASSOCIATION

President: Jeff Albert

Vice President: Kristy-Leigh Robins

Treasurer: Kelly Smith

Secretary: Renee Thompson

The P & C has several sub-committees:

- Canteen
- Uniform
- Safety House/ Road Safety
- School Board
- Fundraising

P & C Association meetings provide opportunities for parents to discuss school activities. The P & C is actively involved in providing support for improving the educational and physical environment of the school. All parents, interested staff and community minded people are invited to attend these meetings.

Money received by the P & C through fundraising is used to improve the school grounds, updating play equipment, purchasing books for awards, ribbons for sports carnivals. The P & C has also in the past given money to the school for support programs, eg. bullying. It has also contributed to the setting up of the website. Money received by the P & C in the past has air conditioned the entire school and provided paving and ground improvements. The P & C is currently fundraising for a number of improvement items for the school.

Meeting are usually held on the third Tuesday and the third last Wednesday of each term. All parents are welcome to attend any P & C meeting. To become a financial member, a \$1 fee is paid to the P & C Association Treasurer, at the first meeting.

Should you wish to discuss P & C matters or have an item on the agenda for the next P & C meeting, please contact the President or the Secretary through the school office or via email:

forestcrescentpandc@gmail.com

SCHOOL WATCH PROGRAM, DEPARTMENT OF EDUCATION SECURITY AND POLICE

TELEPHONE NUMBERS:

Your help in protecting the school buildings and facilities after hours on weekends and during holiday periods is appreciated.

If you see vandals at work please contact:

Department of Education Security **1800 177 777**

Central Police **9222 1111**

Canning Vale Police **131 444**

CHARGES AND VOLUNTARY CONTRIBUTIONS 2026

This information constitutes a maximum estimate of all the costs you may incur in conjunction with your child's education at Forest Crescent Primary School in 2026. It provides a statement about all types of activities where costs will be incurred. Since not all activities are relevant to all students, parents will need to apply this information to the particular circumstances of their children in determining the estimated costs they will incur.

Voluntary Contributions: \$60 per child.

This allows the school to enhance existing programs and greatly support the school. Specifically, this money is used to further support programs in English, The Arts and (STEM) Science, Technology, Engineering and Mathematics. The quality of our teaching and learning program will be maximised when each family makes the voluntary contribution towards the cost of supplementing funding gained from other sources including the State and Commonwealth Government.

Year levels have costed proposed 2026 activities. While student participation in these activities is strongly encouraged, parent's permission is sought for each event.									
Charges	ITEM	K	PP	1	2	3	4	5	6
		\$	\$	\$	\$	\$	\$	\$	\$
	Incursions/excursions	60	60	80	80	100	100	100	100
	Swimming		80	80	80	80	80	80	80
	Edu dance		50	50	50	50	50	50	50
	Interschool Sport					20	20	60	60
	TAGS Arts							50	50
	TAGS Drama						50	50	50
	Choir						50	50	50
	Graduation								60
	Year 6 Camp								480
Extra Cost Options	Other Optional Costs								
	PEAC (courses range from \$10 - \$110 per cycle)							330	330
	Instrumental Music							125	125
	Year 2 Class Novel				15				
	Graduation Shirt								45
	Choir Uniform						35	35	35
Voluntary Approved Requests	School Photos – packages from \$40.00 upwards								
	P&C Donation per family \$10.00								

PAYMENT OPTIONS:

Many parents take the opportunity of including the cost of the Voluntary Contribution fee with their child's Personal Requirements List order from Campion Education and we thank those parents for the payment. Campion pay 100% of Voluntary Contributions to the school.

Parents may consider a "Progressive Payment Option" where voluntary contributions can be paid off over a period of time. For example; parents may opt to pay \$15.00 per term, \$30.00 per semester or the \$60.00 up front. Please feel free to discuss this with the Manager Corporate Services or Principal. Payments may be made at the School Office throughout the year via Qkr App, cash, direct deposit or EFTPOS (telephone payments accepted).

All Voluntary Contributions, Charges, Personal Items and Rates of Refunds have been approved by the School Board.

PERSONAL ITEMS:

The personal items list has been approved by the School Board as being required by students for personal use in the educational programs provided by this school.

The items can be purchased through Campion Education or a supplier of your own choice. Please refer to the personal items list for each year level.

Louise Armstrong
Principal
13 October 2025

REFUND OF CONTRIBUTIONS AND CHARGES:

When a student enrolls at another school (whether in Western Australia or elsewhere) after the commencement of the school year, the unused portion of contributions and charges received from parents will be either refunded to the parents on request or transferred to the new school. Specific arrangements are to be made between parents and the school.

Thank you for taking the time to read the Parent Information Booklet. Please keep it handy for your information. We look forward to working with your child and your family to provide a warm, caring and inclusive learning environment. Please don't hesitate to contact the school should you have any queries or concerns.

*Louise Armstrong
Principal*





Head lice

What are head lice?

Head lice are tiny insect parasites that live on the human head, feeding on the scalp several times a day. Head lice reproduce by laying their eggs (nits) on the hair shaft close to the scalp. They are not dangerous, don't carry diseases and are not a sign of poor hygiene.

How are head lice spread?

Head lice are spread by head-to-head contact with another person who has head lice, e.g. when doing group work at school, playing, or hugging. Head lice can run from one head to another in seconds. Head lice cannot fly, jump or swim, but they can sometimes 'trapeze' from one hair to another. Brushes and combs are unlikely to transfer head lice and do not transfer viable eggs, as these are very hard to detach from the hair shaft. Head lice are not spread through bed linen, clothing or head gear, as they do not leave the scalp unless they are dead or dying. Eggs ('nits') do not fall off until weeks after they have hatched as the egg shells are glued tightly to the hair shaft.

What are the signs of head lice?

The scalp may itch as the skin reacts to the saliva of the head lice. Itchiness can take weeks to develop. If you have had head lice more than once, the skin may become desensitised and there may be little or no itch. Crawling head lice may be seen in the hair, but they can move at 30 cm per minute and can be difficult to spot. Head lice can quickly run and hide from searching hands. Adult lice are usually dark brown and about 2 to 3 mm long. Hatchlings (young lice) are often a lighter brown and about 1 to 2 mm long. Eggs (nits) may be seen attached to

the hair shaft but they may be very tiny and hard to see, especially newly-laid eggs close to the scalp. They are grey-white and about the size of a grain of salt.

How do I look for head lice?

Unless numerous head lice are visible, 'dry', head checks are unreliable, due to the speed at which head lice can move. To check hair for head lice, carefully comb plenty of hair conditioner through the dry hair, then comb again in sections with a metal fine-tooth 'nit' comb. The hair conditioner slows the head lice down so that the lice can be trapped in the comb (see page 3). Wipe the combings on a white paper towel and examine them with a magnifying glass in strong light, e.g. sunlight, to look for head lice and eggs. To check more effectively for eggs, use a magnifying glass in strong light, e.g. sunlight, to examine the hair close to the scalp, especially behind the ears and at the nape of the neck.

What other things can be mistaken for head lice?

Other objects in the hair can be mistaken for head lice or eggs. These include sand, dandruff, flakes of hair spray, ants, aphids, or other small insects.

What do I do if I find head lice?

- Check all household members to see if anyone else has head lice – use the hair conditioner method described on page 3. Only continue with the 10 day treatment if you find head lice and/or eggs.
- Choose one of the treatments described on page 3 and 4, and follow the instructions carefully.



- Inform the school or child care centre, and any other contacts including playgroup, neighbours and relatives, so that other close contacts, both children and adults, can be checked.
- When treatment is completed, with all head lice and eggs removed, check the hair regularly, e.g. weekly, for any further head lice infestation. Early treatment can prevent spread to further close contacts.

How do I treat head lice?

There are two effective head lice treatments described on pages 3 and 4 – choose the method that best suits you and your family. For successful removal of head lice, be sure to follow the directions for your preferred treatment exactly.

Household cleaning

Head lice and eggs do not survive long away from the human scalp, as they are human parasites. It is not necessary to wash all the household linen or clothing, to vacuum, scrub or spray the house with insecticide, or to treat the dog or cat. Pillow slips and towels may be soiled with head lice debris including droppings and moulted lice skins, so they should be washed on the first day of treatment.

Exclusion from school

Under the School Education Act 1999, a principal may exclude a child with head lice from school until treatment has commenced. The Department of Health recommends exclusion at the end of the school day. The child may return to school when all live head lice have been removed. A few remaining eggs are not a reason for continued exclusion. However, the parent must continue treatment over the following 10 days to ensure that all eggs and hatchlings have been removed.

Prevention

Useful activities and ideas to help prevent infestation:

- **check your child's hair regularly** for head lice and eggs ('nits') – use a metal fine tooth 'nit' comb and plenty of hair conditioner applied to the **dry** hair, to make the task easier and more effective. To help children sit still for this, offer distracting activities, e.g. play a favourite video, provide games, encourage reading, offer a head massage.
- **tie long hair back** – braid and/or put it up if possible.
- **consider applying hair gel or mousse** – these do not prevent or repel lice but may help to keep stray hair strands from contact with other heads.
- **avoid sharing combs or brushes.**
- **immerse brushes and combs** in hot water for 10 minutes after use to kill any head lice or eggs trapped in them. An old toothbrush will also help remove any debris.
- **remind your child** to avoid head-to-head contact with other children, e.g. when working at the computer with others, or when playing, or hugging.

Repellents

There are no repellents that have been tested and proven to discourage head lice. Products including head bands and caps impregnated with insecticide may have some insecticidal effect when head lice come in contact with them. However, these products need to be worn all the time and, like all head lice insecticides, do not kill all head lice eggs. Insecticides may also cause skin irritation.



‘Trouble-shooting’ checklist

If treatment is unsuccessful, check the following:

- Did the chosen treatment cover the 10 day hatching cycle of the eggs?
- Were the combings examined for adult head lice (indicating reinfestation) over the 10 day period?
- Were as many eggs as possible removed every day?
- Was hair conditioner applied to dry hair, not wet?
- Was sufficient hair conditioner applied to saturate the hair?
- Was insecticide (if used), applied exactly as instructed, particularly for the recommended application time?
- Was a metal fine-tooth ‘nit’ comb used?

Further information

Contact your Community (School) Nurse for further assistance – the school office will have a contact phone number.

10 day hair conditioner treatment for head lice

Head lice can be more easily removed by applying plenty of hair conditioner to dry hair before combing to remove live lice and eggs (nits). Any type of hair conditioner may be used, including generic ‘home’ brands, together with a metal fine-tooth ‘nit’ comb. Suitable ‘nit’ combs can be purchased from most pharmacies.

How does it work?

The hair conditioner works by immobilising the lice so that it is easier to **trap** them in the teeth of the comb. Without hair conditioner to slow them down, lice can be difficult to catch – they can run about 30 cm in 60 seconds. Hair conditioner also

reduces friction, making combing easier, especially when using the metal fine-tooth ‘nit’ comb. Even if only one or two adult lice are missed, they can lay about 6 eggs per day, and the cycle of infestation will continue.

Why the 10-day treatment period?

Generally, eggs (‘nits’) will hatch 7 to 10 days after being laid on the hair shaft. The 10-day period is therefore recommended as the most effective time needed to break the reproductive cycle of the head lice. The reproductive cycle is broken by combing out the emerging hatchlings every one to two days, before they mature enough to lay further eggs (about a week after hatching).

What to do:

- Apply **plenty** of hair conditioner to the **dry** hair until saturated. Using white hair conditioner may make it easier to see the head lice.
- Comb through with an ordinary comb or brush to remove tangles.
- Section and comb the hair thoroughly with a metal fine-tooth ‘nit’ comb in 4 directions – forwards, backwards, left and right.
- Wipe the comb on a white paper towel to check that the dark adult lice or the paler hatchlings are being removed. Hatchlings are young lice which emerge from eggs. You may need to use a magnifying glass and a strong light to see the lice and eggs.
- Continue combing the hair in sections until the whole head has been screened.
- Rinse the hair conditioner out when finished and dry the hair.
- Repeat this process **every one to two days** over a 10 day period, to cover the



hatching cycle of the eggs. Combing with conditioner traps and removes the hatchlings as they emerge from the eggs. To save time during a school week. Consider this combing schedule: "Tuesday, Thursday, Saturday, Sunday, Tuesday, Thursday".

- Examine your findings for **adult** head lice each day after combing. If any are found, this indicates a new infestation. You will need to start again from day 1, as new eggs may have been laid by the adult lice.
- Check for head lice **reinfestation** once a week for at least 4 weeks after completion of the 10-day treatment. Do this on the weekend when you have more time. Applying plenty of hair conditioner makes inspection by combing easier as well as more effective.
- Check all other household members for head lice infestation using the method described above.

How to remove eggs:

Some eggs will be removed by combing, but others are harder to detach. You may need to use your fingernails to remove as many eggs as possible from the base of the hair shaft near the scalp. Hatchlings that merge from any 'missed' eggs will be removed by combing with hair conditioner over the 10-day period.

Remember, only those eggs within 1cm of the scalp will hatch. Eggs that have grown further out with the hair shaft will already be hatched or dead.

Insecticide Treatment for Head Lice

There are three groups of insecticide (i.e. permethrin, pyrethrin and malathion) that have been shown to be effective and safe

for the treatment of head lice. Some other treatments may not have been properly tested and may be ineffective, expensive or even unsafe. Check the product labels for active ingredients.

WARNING – to avoid adverse reactions the following people should **NOT** routinely use insecticide head lice treatments:

- Babies under 6 months.
- People with asthma, epilepsy, insecticide allergies, scalp conditions or very sensitive skin.
- Women who are pregnant or breast-feeding.

People who cannot use insecticides should use the 10 day hair conditioner treatment instead (see previous page).

Some key points to remember about insecticides:

- **No insecticide is guaranteed to kill all eggs.** Eggs which are not killed or removed manually will hatch 7 to 10 days after being laid. The hatchlings should be combed out daily using hair conditioner as they may be transferred to other children. Hatchlings will mature after about one week and start laying more eggs, continuing the cycle.
- **Following insecticide treatment, remove as many remaining eggs as possible with your fingernails.** Use a magnifying glass in strong light, and concentrate on 'live' eggs, which are found within 1 cm of the scalp.
- **If insecticide alone is used, treatment should be applied on Day 1, Day 7 and Day 14** to kill any hatchlings before they mature and lay more eggs. However, if the hair is combed daily with hair conditioner for 10 days to remove



the hatchlings, then the second and third insecticide treatments can be omitted.

- To prevent skin irritation, do not repeat insecticide treatment more than 3 times, one week apart.
- **Insecticide resistance.** Head lice that are resistant to an insecticide will still be alive the morning after the insecticide treatment, if the insecticide was properly applied. If this happens, thoroughly wash out the first insecticide and re-treat the hair the same day with **another type** of insecticide (i.e. permethrin, pyrethrin or malathion), not a different brand of the same type of insecticide. **Alternatively, change to the 10 day hair conditioner treatment instead.**

How to use insecticide treatment:

- Rinse out any hair conditioner before using the insecticide as it may inactivate the insecticide. Follow the product information/instructions.
- Lift the hair in sections, and saturate the hair with insecticide, combing through with an ordinary comb from the scalp to the ends of the hair. Work from the back of the head to the front. Pay particular attention to treating behind the ears, at the nape of the neck and close to the scalp. Leave the insecticide on for the time recommended in the product information, then wash out. Section the hair again and comb through with a metal fine tooth 'nit' comb to remove dead lice and eggs.
- Check that the head lice are actually dead. Do this straight after the recommended treatment time and again the next morning. It may take a few hours for all the lice to die. **Remember, if any head lice are found still alive the next morning, re-treat the hair the same**

day with **another type** of insecticide (i.e. permethrin, pyrethrin or malathion), not a different brand of the same type of insecticide.

Alternatively, change to the 10 day hair conditioner treatment.

- Check all other household members and close contacts for head lice infestation using the hair conditioner method described on page 3. Only continue with treatment if head lice and/or eggs are found.



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