

PARENT HANDBOOK KINDERGARTEN



INTRODUCTION

The purpose of this handbook provides families with a clear overview of how the school operates. It includes general information about key school procedures, practices and expectations, as well as practical details such as term dates, communication processes and day-to-day routines. The handbook is designed to support families by bringing important information together in one place and helping ensure a shared understanding between the school and home.

Aspiri also uses our Facebook page to communicate information and items of interest to parents and carers: <https://www.facebook.com/aspiriprimaryschool>

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IMPORTANT TERM DATES

Term planners can be found on the school website: [Term Planners – Aspiri Primary School \(aspirips.wa.edu.au\)](http://aspirips.wa.edu.au)

SCHOOL TERMS

| TERM DATES | | |
|------------|--------|---|
| SEMESTER 1 | Term 1 | Monday 2 February to Thursday 2 April |
| | Term 2 | Monday 20 April to Friday 3 July |
| SEMESTER 2 | Term 3 | Monday 20 July to Friday 25 September |
| | Term 4 | Monday 12 October to Thursday 17 December |

PUBLIC HOLIDAYS

| PUBLIC HOLIDAY DATES | |
|----------------------|---------------------|
| Labour Day | Monday 2 March |
| Good Friday | Friday 3 April |
| Easter Monday | Monday 6 April |
| ANZAC Day | Monday 27 April |
| WA Day | Monday 1 June |
| King's Birthday | Monday 28 September |

SCHOOL DEVELOPMENT DAYS

In 2026 there will be 6 School Development Days (**Students do not attend**).

| SCHOOL DEVELOPMENT DAYS 2026 |
|---|
| <u>Term 1</u> Thursday 29 - Friday 30 January |
| <u>Term 2</u> Monday 20 April |
| <u>Term 3</u> Friday 7 August |
| <u>Term 4</u> Friday 30 October Friday 18 December |

THE SCHOOL DAY

Doors open: 8:30am

Morning session: 8:40-10:40am

Recess: 10:40-11:00am

Middle session: 11:00am-1:00pm

Lunch: 1:00-1:40pm

Afternoon session: 1:40-2:50pm

Every minute counts! (Punctuality) Kindergarten

| | |
|---------------------------------------|--|
| 8:30 am | Your child has arrived in time to settle well and has the best start possible. You will have time to settle your child and give any messages to the teacher. |
| 8:40 am | Your child has arrived just after most children and will need to get organised quickly and enter the classroom quietly. You will not be able to interrupt the teacher or enter the classroom with your child. |
| 8:45 am | Your child is late and has missed the beginning of the school day. Being late a few minutes can be unsettling for your child and they will have missed key messages from the teacher. 5 minutes a day = 3 days a year. |
| 8:50 am Late Note is needed | Arriving at 8.50 am, you will need a late note from the office. 10 mins late a day means 6 lost days a year! |
| 9:00 am | Your child is severely disadvantaged having missed the morning routine and revision activities. 20 mins late a day means 12 lost days a year! |

| When your child misses just... | that equals.... | which is..... | and over 13 years of school that is..... |
|--------------------------------|-------------------|-------------------|--|
| 1 day each fortnight | 20 days per year | 4 weeks per year | Nearly 1 and ½ years |
| 1 day each week | 40 days per year | 8 weeks per year | Nearly 2 and ½ years |
| 2 days each week | 80 days per year | 16 weeks per year | Over 5 years |
| 3 days each week | 120 days per year | 24 weeks per year | Nearly 8 years |

ATTENDANCE & ROUTINES

If your child is unwell, please keep them at home. To explain when and why your child is absent or late for school, you can enter an [attendance note via the Compass App](#) using the following steps.

- From the homepage, click on the blue shortcuts button from the bottom taskbar
- Click on 'Submit Attendance Note'
- Select the reason
- Enter a brief description of the absence
- Select the start and finish time
- Click the 'Save' button

SMS Link

If your child is marked as absent without prior approval you will receive a message containing a link. When you follow the link, you will have the opportunity to explain the absence. If you do not use the link provided, you can notify the school of your child's absence via telephone or email.

MORNING ROUTINES (8:30-8:40AM)

Kiss and Drop

- Gates open at 8:15am and classroom doors open at 8:30am.
- We encourage student independence and students will be expected to unpack their own school bags and bring their items into the classroom. We also encourage students to carry their own bag to and from school.
- On arrival we encourage kiss and drop at the classroom door.
- Teachers will begin our teaching day at 8:40am sharp, so this allows students to settle quickly with less distractions.
- Students arriving after the bell need to get an [arrival pass](#) from the office.
- Students should refrain from playing before school, as they are not supervised in the playground.

AFTERNOON ROUTINES (2:40 - 2:50PM)

- Students will be expected to bring their bag into the classroom and pack their items into their bag.
- If you need to collect your child any time before 2:50pm you will need to sign them out through the office.
- Students will be ready to be collected at 2:50pm.
- Students not collected by 2:55pm will be taken to the office for collection.
- Please advise if your child attends OSH or is being collected by a different person.
- Students should refrain from playing after school, as they are not supervised in the playground.

RELEASING STUDENTS AT THE END OF A SCHOOL DAY

Kindy students are required to be collected by a parent or nominated carer at the end of the school day. If students are to be released to siblings of this age, a documented agreement should be in place with the school.

ASPIRI TIMETABLE

Wednesdays:

- **Walk and Roll** - students are encouraged to walk, ride, skate or scoot to school to earn points for their House. You can park at the Pavilion and walk to school from there too!
- **Waste-Free Wednesdays** - students are encouraged to bring a waste-free lunchbox to school each Wednesday. Making one small change is a great way to start, e.g. putting sandwiches in reusable containers instead of in gladwrap or ziplock bags.
- **Auslan** - students are encouraged to greet Associate Principals, teachers, education assistants and each other when arriving at school by signing 'Good morning'.

Fridays:


- **Running Club** - students are welcome to join Mr Jordan on the oval from 8am to practise long distance running and improve their fitness. Communication will be sent when Running Club begins.
- **House Shirt Fridays** - every Friday students are encouraged to wear their House shirts to school to earn points for their House.

OSH - OUT OF SCHOOL CARE SERVICE

All enquiries should be directed to OSH Club as these arrangements are external to the school. Issues related to Out of Hours care will be referred to the providers in all cases.

Ph: 0447 331 421


Email: aspiri@oshclub.com.au



RISE THEN SHINE

"Creating the best start to the school day"

Our morning programs are now called 'Rise Then Shine', the perfect start to your child's school day. We set the tone for a great day at school through an array of energising activities and some delicious and nutritious food. From delightful breakfast moments, to calming morning meditations, we ensure they step into school ready to embrace the day!



STAY AND PLAY

"Where friendships are made"

The fun continues after school at our 'Stay and Play' afternoon programs. Kids can dive into more fun activities, building lasting friendships and creating memories beyond the classroom, all before heading home for quality family time.

HOMEWORK

At Aspiri Primary School we encourage parents to read regularly with students, encourage them to write lists/ keep a journal/draw, answer their questions, encourage opportunities to become part of clubs, afterschool sport, swimming lessons and visit different places and play outside.

Students will be provided with age/ ability appropriate home readers or can choose their own books to take home and read every night. During visits to our library, we encourage children to select books of interest that they can read at home. This is an important part of their literacy development and parents are strongly encouraged to develop a routine to help their child practise their reading.

Occasionally students might be asked to complete an assignment at home. For example, they might be asked to ask you questions about your childhood, bring photos from when they were a baby or make a list of the people in their family. Teachers will communicate these activities to you as required. More information supporting homework at Aspiri can be found on the website. <https://aspirips.wa.edu.au/our-school/policies/>

STUDENT FEEDBACK

At Aspiri, we endeavour to provide students with on-the-spot feedback, verbal and/or written, as research shows this to be the most effective and impactful method. This allows teachers to step students through processes and guide them in forming where-to-next.

ICT

Kindergarten utilises school iPads during their learning activities, e.g. through dramatic play and exploration, to learn how to relate technology to their own lives. Your child will become familiar with a range of skills, such as holding an iPad correctly and how to take a photograph. More information can be found on the Aspiri Primary School website.

MOBILE PHONES & SMART WATCHES

Department of Education Policy Statement: ‘The Department of Education does not permit students’ use of mobile phones in public school unless for medical or teacher directed educational purposes.’

- For the purpose of this policy ‘mobile phones’ include smart watches and other electronic communication devices and associated listening accessories, such as, but not limited to, headphones and earbuds.
- Mobile phones will go in a teacher box during school hours.
- Smart watches must be on aeroplane mode.
- If your child has any of these devices, please fill in the permission slip and return it to the office.

MOBILE PHONES & SMART WATCHES (CONT.)

Aspiri Primary School (as per Education Dept Policy) discourages students from bringing mobile phones, smart watches, and other electronic communication devices to school. **If parents would like to request for their child to bring an electronic communication device to school,** they must complete an Aspiri Primary School Permission for use of Mobile Phones or Smart Watches form available from the school office or you can download it from our website: <https://aspirips.wa.edu.au/wp-content/uploads/2025/02/Mobile-Phone-and-Smart-Watch-Policy.pdf>

Exemptions to this will only be given:

- To monitor a health condition as part of a school approved documented health care plan; or
- For a particular educational purpose under the direct instruction of a teacher; or
- With permission of a teacher for a specified purpose.

LEARNING

In Kindergarten, children learn through play – their learning builds on what they have learned at home and in other settings. Learning programs in the early years are shaped by the five outcomes of the Early Years Learning Framework and WA Kindergarten Curriculum Guidelines. Kindergarten teachers are responsive to children's ideas and play, when planning learning activities.

Your child will experience many different learning activities.



Painting, drawing, cutting and pasting



Puzzles and construction play



Exploring books, listening to stories and storytelling



Talking and listening



Dressing up and imaginative play



Singing, listening to and playing music



Dancing and drama



Climbing, balancing, running and jumping



Using digital technologies



Playing with clay, play dough, sand and water



Opportunities to share with other children and develop independence

WHAT TO PACK IN THE SCHOOL BAG

- **Hats:** We have a ‘no hat, no play outside’ philosophy. Please make sure these are clearly labelled.
- **Water bottle:** filled with water only.
- Spare change of clothes: accidents do happen and we wish to minimise the stress to your child.
- **Crunch & Sip:** in a separate container.
- **Lunch**
- **Home folder:** Please bring a document wallet every day as it will be used to send home communication notes.

CRUNCH & SIP

Crunch & Sip is a fruit or vegetable snack for your child to eat in the classroom. Please provide food in a separate container or labelled bag.

WHAT TO PACK IN THE LUNCHBOX

- Recess (e.g. fruit, snacks, muffins, yoghurt)
- Lunch (e.g. sandwiches, salads, leftovers)

Remember:

- Please provide enough food.
- Use child friendly lunchboxes and containers.
- Pack things that your child can easily eat on their lap or out of their lunch box.
- Pack reusable cutlery where required.
- Do not pack anything that needs heating up, refrigeration or preparation.
- If you have concerns about eating, please contact your child’s teacher.

ALLERGY AWARE

Students with allergies should be aware of what they are allergic to and what foods they should avoid. Aspiri PS is allergy aware, as no school can guarantee a nut-free, egg-free environment. You can help by making sure your child does **not** bring nut products to school.

CANTEEN

School lunches are provided through an online service provider called Spriggy Schools and is free to set up and easy to use. You will need to register at [Spriggy Schools - Reliable Online Canteen Ordering](#) and follow the prompts to activate an account for your child. A flyer outlining the instructions for this process can also be obtained from the Administration Office. Lunches are collected each day outside the front office prior to the lunch bell.

BIRTHDAYS

Aspiri Primary School has made the decision **not to allow birthday cakes, cupcakes, lollies or chocolate**, due to the growing number of students with food allergies and sugar intolerances. This aligns with Department of Education requirements around dealing with allergies and Healthy Food Protocols in schools.

All teachers ensure they celebrate your child's birthday in other ways. You can send stickers, pencils or balloons on your child's special day should you wish to.

MEDICAL CONDITIONS, ALLERGIES & MEDICATION

Please advise the office if your child has a condition that requires our attention and support. This includes conditions such as Anaphylaxis, Asthma, Allergies, or other medical conditions.

Please note that for safety and hygiene reasons, medications (e.g., antibiotics, analgesics) are not to be kept in students' school bags. Prescribed medication must be brought to the Administration Office where a medical form must be completed by parents or caregivers. This is in line with DoE policy.

DRESS CODE

Students are encouraged to wear the Aspiri school uniform each day. For health and safety reasons, all students are encouraged to tie hair back if it is shoulder length or longer.

Please note we have a 'no hat, no play outside' philosophy. During the school year, all students are to wear hats whilst out of their classrooms. Students without a hat will be supported to continue playing, but in the shade. This includes before school, recess, lunch, during Physical Education and outside class activities.

Our compulsory school uniform can be purchased from [Uniform Concepts](#). Please see below visuals of our polo shirts (every day and house), hat, jumper, shorts and skirt. We have also had a recent addition of a dress.



HEART - POSITIVE BEHAVIOUR SYSTEM

In 2026, our school will move away from the HEART White Card Merit System to a new approach based on WA Positive Behaviour Support (PBS), combined with a continued focus on Restorative Practices. This means we focus on teaching, encouraging, and celebrating positive behaviour in a consistent and supportive way. The school's HEART values will still guide everything we do and provide a shared language for students, teachers, and families.

For Kindergarten students, this approach will be introduced developmentally and age-appropriately. While the formal behaviour recognition processes do not apply in the same way for Kindy, students will be supported to begin working towards these expectations through modelling, guided practice and explicit teaching aligned with the Behaviour Matrix. This ensures all students are included in the shared language and expectations.

Teachers will use positive reward systems in their classrooms that suit the age and needs of their students. Around the school, during recess and lunchtime, students can also earn HEART tokens for demonstrating expected behaviours. These tokens contribute to faction totals and help students work towards Good Standing rewards, encouraging teamwork, responsibility, and a strong sense of belonging.

Our approach also includes Restorative Practices, which help students understand the impact of their behaviour, make amends if things go wrong, and build positive relationships. This ensures that all students learn how to make good choices, take responsibility, and develop skills for success both at school and beyond.



BEHAVIOUR EXPECTATIONS

SUPPORTING STUDENT BEHAVIOUR

Through a restorative lens, class teachers will use a variety of strategies to encourage positive behaviours and strengthen relationships within the classroom. These may include verbal praise, table points, strategic seating arrangements, and opportunities for additional playtime, among others. In addition, when addressing inappropriate behaviour, teachers will engage in restorative conversations, offering students the chance to reflect on their actions, understand their impact on others, and work towards making things right. The 1, 2, 3 warning and consequence system will be applied in a way that supports students in learning from their mistakes and finding a path to restore positive behaviour and relationships.

GOOD STANDING

Good Standard emphasises the importance of students taking responsibility for the choices they make daily, which impact academically and socially on themselves and others. It aims to provide recognition for many students who consistently meet behavioural expectations, such as being able to participate fully in all curricular and extra-curricular activities of the school.

Students obtain a Good Standing status as students enter the school and at the commencement of each school year. It is the responsibility of each student to maintain their Good Standing by:

- following Aspiri's Student Behaviour Management Policy, ICT Agreements and Mobile Phone and Smart Watch Policy
- meeting behavioural expectations in the classroom (including specialist classes) and playground

A student loses Good Standing at the discretion of the Executive Team and a conversation with students and parents will be had. To meet the individual needs of the student, the Executive Team will decide when a student's Good Standing is re-instated. At Aspiri, we are committed to supporting students in rebuilding and repairing relationships through restorative conversations. This approach encourages students to reflect on their actions and understand the impact on others. By engaging in these discussions, we provide students with a clear and achievable pathway to regain or maintain Good Standing, helping them develop a deeper understanding of their behaviours and how to positively contribute to their school community.

SUSPENSION

The decision to suspend a student is not taken lightly and will require serious consideration. It can only be made by the principal or delegate, in line with the Department of Education policy. There are two types of suspension: in school suspension and home suspension. Suspension of students may result from (but are not limited to) physical aggression; abuse, threats, harassment or intimidation; damage to or theft of property; violation of the school's code of conduct or school or classroom rule; and e-breaches. In this instance, a meeting may be organised to discuss the situation and a resolution.

PREVENTING AND MANAGING BULLYING

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group, it can happen in person or online, and it can be obvious (overt) or hidden (covert).

We have a number of processes in place in order to educate students about bullying and to promote positive relationships in our school community. You can access further information about this in the [Student Behaviour & Wellbeing Policy](#) on the school website. Please don't hesitate to contact your child's teacher if you have any bullying concerns.

PARENT HELP

Parent/family assistance in classroom and with school activities is always very welcome. If you wish to assist in the class, please contact your child's classroom teacher or watch for notes in the school newsletter asking for assistance with special school events.

Parents working with children in the classroom are required to complete a Department of Education [Parent and child volunteer declaration form](#) which is available from the Administration office or our website. In some cases, there may be a need to obtain a Working with Children declaration.

Aspiri Primary School has an Aspiri Angels program. This program creates opportunities for parents to volunteer with activities such as helping to cover books and make resources for the library and classrooms. We also host a range of Parent Hubs that provide information on a range of topics. These are promoted via Compass, Facebook and through the Newsletter. All parents are welcome to attend.

PARENT HUB

The Aspiri Parent Hub offers parent workshops on a range of child development and learning topics. It is an opportunity to gain insight into the learning that happens at Aspiri and how you can support learning at home. A program of events is released each term, including both morning and evening sessions. All parents are welcome, and bookings are made online via TryBooking.

REPORTING TO PARENTS

Building strong lines of communication between home and school is an important aspect of schooling. Parents are able to request a parent-teacher meeting at any time throughout the year by contacting their child's classroom teacher directly. We also have scheduled parent meetings aligned to support our semesterly written reports. Parents/Carers are encouraged to book a parent-teacher meeting at this time, using an online bookings system. Instructions on how to use the online booking system is shared with parents via Compass. This meeting is a valuable opportunity for teachers to provide individualised feedback and discuss aspects of student learning and also for parents/carers to ask questions regarding their child's achievement, progress and areas for improvement. For students who are working on an Individualised Education Plan (IEP), teachers will schedule regular meetings (at least once a term) to establish learning goals, discuss strategies and review of progress.

LEVELS OF RESPONSE MATRIX

Our school uses a structured response system to support students. Depending on the type and seriousness of an issue, staff may respond with different levels of support. This ensures that every situation is handled appropriately and in alignment with the Department. A detailed matrix outlining these levels and examples of responses is provided below.

| Level | Type of Behaviour (Expanded Examples) | Indicators (Expanded) | School Response (Aligned with DoE WA) | What Parents Can Do |
|---|---|--|---|---|
| 1: Classroom Support (Social & Emotional Learning) | <ul style="list-style-type: none"> Minor disagreements during play Temporary friendship breakdowns Misinterpreting tone/intent Emotional overreaction to small events Competitive disputes during games | <ul style="list-style-type: none"> One-off conflict Quick recovery after guidance No targeting or intent to harm Students able to reflect after redirection | <ul style="list-style-type: none"> Daily SEL micro-lessons Teacher modelling and guided practice Quick restorative chats Classroom calm corner routines Whole-class reminders for respect | <ul style="list-style-type: none"> Explain to their child that small conflicts are a normal part of learning and life Teach your child stored responses e.g. I don't like that, please stop. Can I have a turn when you are finished? I don't feel like playing today, we can play again tomorrow Encourage children to make attempts to work through their issues independently |
| 2: Repeated Non-Bullying Conflict (Classroom Level) | <ul style="list-style-type: none"> Recurring arguments between specific peers Ongoing friction caused by different play styles Repeated miscommunication patterns Exclusion that is inconsistent, not targeted Social skill gaps causing repeated clashes | <ul style="list-style-type: none"> Patterns of conflict emerging Still no evidence of power imbalance Conflict continues despite teacher reminders Students show frustration but not fear Parents beginning to raise concerns | <ul style="list-style-type: none"> Short-term playground monitoring Targeted social coaching sessions Restorative conferencing Friendship skill-building programs Collaboration between class teacher & specialist staff | <ul style="list-style-type: none"> Ask, "Are you asking for help or are you letting me know?" Coaching not immediate rescue: What did you say back? What could you say or do next time? What words could you use sooner? What would a fair solution look like? Build your child's capacity to problem solve. Teach repair and flexibility, not perfection |
| 3: High-Impact Conflict (Admin Support) | <ul style="list-style-type: none"> Conflict escalating into crying/avoidance Student refusing to attend certain areas Conflict spreading across multiple environments Parent complaints increasing in frequency Emotional distress despite teacher support | <ul style="list-style-type: none"> Ongoing emotional impact Difficulty maintaining focus in learning Increased anxiety around peers involved Social fallout drawing in additional students Higher-level coordination required | <ul style="list-style-type: none"> Admin-coordinated support plan Formal monitoring log Parent meeting with clear expectations School Psych involvement for SEL work Increased yard duty presence in identified hotspots | <ul style="list-style-type: none"> Provide emotional safety at home, "I can see this is hard for you. We will work through this together" Separate feelings from facts – Understand a child's feeling are real but their interpretations may not tell the whole story Teacher meeting first, attend case conference with teacher, parent and line manager (Associate Principal) if required Work collaboratively with the school to follow agreed expectations and actions Seek external support as required e.g. GP medical plan, referrals |

| Level | Type of Behaviour (Expanded Examples) | Indicators (Expanded) | School Response (Aligned with DoE WA) | What Parents Can Do |
|---------------------------------|---|---|---|--|
| | | | | <ul style="list-style-type: none"> Watch for stress signals such as sleep changes, stomach aches, irritability, clinginess or withdrawal |
| 4: Bullying (DoE WA Definition) | <ul style="list-style-type: none"> Repeated verbal intimidation Organised exclusion intending harm Social manipulation (rumours, group exclusion) Threatening behaviour Online targeting via group chats involving power imbalance | <ul style="list-style-type: none"> Clear pattern of harmful behaviour Power imbalance (e.g., popularity, group vs individual) Behaviour repeated over time Student reports feeling unsafe or targeted Witness accounts or digital evidence available | <ul style="list-style-type: none"> Formal DoE-aligned investigation Documented interviews and evidence collection Individual safety plan for target Behaviour support plan for student engaging in bullying Ongoing monitoring and parent communication at set intervals | <ul style="list-style-type: none"> Work collaboratively with the school – communication at set intervals Document what is happening Keep adult conversations away from your child External support for your child as required Monitor online spaces |
| 5: Outside School Jurisdiction | <ul style="list-style-type: none"> Online conflict on weekends Social media arguments outside school platforms Non-school group chat disagreements Neighbourhood disputes affecting relationships at school | <ul style="list-style-type: none"> Occurred outside school control Impact visible at school (withdrawal, sadness, distraction) School cannot investigate incident itself Can only respond to school-day behaviour | <ul style="list-style-type: none"> Provide wellbeing support at school Encourage family-led digital supervision Provide cyber safety guidance Refer to external agencies if safety concerns arise Monitor any school-based spillover | <ul style="list-style-type: none"> Step in and support your child early, not after escalation, manage home and community behavior Coach social responsibility – Did you do anything to make things harder? What could you do differently? Connect with other parents calmly Alert the school when there is spillover Understand the school's role – we cannot investigate or discipline behavior that happens outside of the school |

COMMUNICATION

Email:

Parents and carers are to contact classroom teachers directly through their [Department of Education email address](#). This ensures clear, secure and professional communication between home and school. Using official email channels protects privacy, keeps records of correspondence and allows teachers to respond thoughtfully during work hours. Alternatively, you can also contact teachers by reaching out through the school's front office.

Staff are expected to respond within 2 working days of receiving email.

Seesaw:

At Aspiri, Seesaw is used as a platform to document and share student learning, allowing teachers to showcase progress, achievements and classroom activities through photos, videos and work samples. It serves as a digital learning journal, giving families insight into their child's learning journey. While it keeps parents informed about what is happening in the classroom, it **WILL NOT** be used for direct parent-teacher communication. A QR code to access Seesaw was given out at the start of the year. If you are having issues setting this up, please email the front office, the class teacher or you access further information on the website: [Seesaw – Aspiri Primary School \(aspirips.wa.edu.au\)](https://aspirips.wa.edu.au).

Compass Parent Portal:

In 2026, Aspiri Primary School has introduced the Compass Parent Portal as a platform to support communication between home and school. In its initial rollout phase, Compass will be used for student attendance and whole-school announcements, providing parents and carers with timely access to key information. The Parent Portal is now live, additional features will be introduced progressively, including Compass Cafés and further tools to support parent engagement and communication. Detailed information, including login details and user guides, will be provided to families closer to the launch of the Parent Portal. We appreciate your patience and look forward to sharing more information as it becomes available.

Meeting Times:

Our focus for each morning when the class doors open is greeting students and parents, and supporting students to be prepared for the day ahead. This means that teachers are available for quick messages from parents, but are unable to have formal meetings during this time. If you have important information to share before the school day starts, please email the classroom teacher by 8am. Alternatively, you can make an appointment to meet at a mutually convenient time.

CLASSROOM INFORMATION

Please contact your child's teacher for their Class Handbook, which includes specific information such as timetables, specialist areas and teachers, and allied professionals that may be working in your child's class.

KINDERGARTEN CURRICULUM

Students in Kindergarten engage with the WA Curriculum and the Early Years Learning Framework (EYLF). There are 5 main Learning Outcomes for students:

- 1.Children have a strong sense of identity
- 2.Children are connected to and contribute to their world
- 3.Children have a strong sense of wellbeing
- 4.Children are confident and involved learners
- 5.Children are effective communicators



For more information, please refer to:

- **WA Curriculum:** <https://k10outline.scsa.wa.edu.au/home/teaching/kindergarten-curriculum-guidelines>
- **EYLF:** <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>
- **Aspiri website:** <https://aspirips.wa.edu.au/curriculum/early-childhood-education/>

TERM OVERVIEWS

A Term Overview aims to communicate what the students will be learning about in a term. These will be created termly, and shared via Compass with parents at the beginning of each term.

LEADERSHIP TEAM

Kristy Mularczyk - Principal



I was selected as the Principal of Aspiri Primary in April 2023. I have over 17 years' experience in varied school settings as Principal. I am an accredited Growth Coach, accredited in Patrick Lencioni's 5 Behaviours and DiSC personality profiling. I am passionate about creating a school culture where everyone feels respected, valued, and supported. I strive to lead a school where there is a strong sense of community, and where diversity is celebrated. I am a Mum of two teenage children and spend a lot of time camping, fishing, water skiing and spend much time at Rottneest with my family. Our two dogs and two cats are very much loved and a part of our family life.

Rachel Bennion - Associate Principal and Kindy - Pre Primary Line Manager



In 2020, I joined Aspiri Primary School as a Year 2 teacher, bringing with me 10 years of classroom teaching experience, before stepping into the role of Associate Principal in 2021. Over the years, I've gained valuable leadership experience in Technologies, middle primary and Early Childhood Education. I am passionate about play-based learning and the pivotal role it plays in fostering children's development. I value holistic approaches to education, recognising that children's learning is deeply interconnected across their emotional, physical, cognitive and social development. Outside of school, I am kept busy by my three wonderful children, aged 10, 8 and 5. I am also an avid sports enthusiast with a love for AFL, netball and soccer. You may see me wearing a lot of black and white in support of the Collingwood Magpies.

Alison Cole - Associate Principal and Year 1 - 2 Line Manager



Prior to arriving at Aspiri, I was fortunate to experience many different roles within the Department of Education; however, being a part of a vibrant school community is the setting I enjoy working in the most. As both a staff member and a parent with a daughter who also attends Aspiri PS, I am deeply invested in making Aspiri the best it can be. I strive to ensure students feel valued, take pride in their unique, individual strengths and are empowered to achieve their goals. To succeed in this endeavour, I believe it is important to work in partnership with families. Outside of school, I am an avid fan of storytelling in all its forms, whether it's through a gripping TV series or a captivating movie. A longtime fan of Survivor, I have not missed a single season of US Survivor— that's 47 seasons and counting!

Callum Leslie - Associate Principal and Year 3-4 Line Manager

I am brand new to Aspiri as of 2025! Previously, I have 5 years of experience as a Deputy/Associate Principal and before that was an upper primary teacher. I have skills in Classroom Management Strategies, data analysis, curriculum knowledge and technology. I am passionate about forming strong relationships between staff, students and community and working to achieve the best outcomes for each individual student. I am a father to two young children under 4 and spend a lot of time with my family, exercising and playing golf. I am also a passionate West Coast Eagles fan and attend each home game.

Kim Snowden - Associate Principal and Year 5-6 Line Manager

With experience in both metropolitan and regional schools, I've had the privilege of working with diverse communities and gaining a deep understanding of the unique challenges students face in different settings. As a foundation member of Aspiri Primary and an Associate Principal since 2019, I am committed to ensuring that every student has access to high-quality education. Outside of my professional role, I am a proud mum to one child currently studying at university. In my spare time, I enjoy outdoor activities like camping and outings with my family and two dogs. I'm committed to creating an inclusive learning environment where every student can thrive.