



Government of South Australia  
Department for Education and  
Child Development



## **BELAIR PRIMARY SCHOOL**

**45 Main Road,**

**BELAIR 5052 S.A.**

**Phone: 8370 3733**

**FAX: 8370 2651**

**Web: [www.belairps.sa.edu.au](http://www.belairps.sa.edu.au)**

**Email: [belair.ps415@schools.sa.edu.au](mailto:belair.ps415@schools.sa.edu.au)**

# **School Information Handbook**



**Respect**

**Responsibility**

**Creativity**

**Achievement**





# BELAIR PRIMARY SCHOOL PARENT HANDBOOK

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## *Vision Statement*

*Belair Primary School aims to develop inquiring, knowledgeable, caring young people, who achieve their personal best and actively help to create a sustainable and more peaceful world.*



# BELAIR PRIMARY SCHOOL



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Department for Education and  
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Main Road Belair 5052 SA

Phone: 8370 3733

Fax: 8370 2651

CRICOS Provider Number: 00018A

Web: [www.belairps.sa.edu.au](http://www.belairps.sa.edu.au)

Email: [belair.ps415@schools.sa.edu.au](mailto:belair.ps415@schools.sa.edu.au)

## Welcome to Belair Primary School

Dear Parents and Caregivers,

I would like to take this opportunity of welcoming you to our school community.

Belair Primary School caters for Reception to year 7 students.

I look forward to working with you in assisting your child to develop the skills to learn effectively and become active citizens both locally and globally.

I welcome your comments and participation in the school.

In the following pages you will find information outlining some of the services and facilities that we provide.

**Susan Copeland**

Principal

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## OUR VALUES AND VISION

### Respect

### Responsibility

### Creativity

### Achievement

At Belair Primary School we strive to develop successful learners who exhibit the School Values by showing **Respect**, demonstrating **Responsibility**, exploring their **Creativity** and **Achieving** to the best of their ability. Through the International Baccalaureate, our students become internationally minded and demonstrate the Learner Profile attributes each day.

They are:	<i>Inquirers</i>	<i>Thinkers</i>	<i>Communicators</i>	<i>Risk-takers</i>	<i>Principled</i>
	<i>Open Minded</i>	<i>Caring</i>	<i>Balanced</i>	<i>Reflective</i>	<i>Knowledgeable</i>

It is through the combination of the Values and Learner Profiles that we seek to provide a safe, healthy and diverse environment where learners, teachers and families:

- Collaborate to progress children's learning
- Find enjoyment and challenge in learning
- Develop interdependent learning habits and skills for independent learning
- Continuously seek to improve the diverse life of the school
- Are committed to the local and global community

### *International Baccalaureate learners strive to be:*

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.



One of the five Areas of Interaction

- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### *So that they can be:*

- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## SITE IMPROVEMENT PLANS

Belair Primary School consults the community to set directions for the school. Each year the schools' performance is measured against our targets for these directions and reported to the community through the School's Annual Report. Through annual self-review, new directions are developed based upon consultation with the community and analysis of school based data.

Our priorities for 2016 are:

- Literacy
- Numeracy

The Australian Curriculum/International Baccalaureate Primary Years and Digital Learning are also a focus and are addressed through these priorities.

## BELAIR PRIMARY SCHOOL LOGO



Belair Primary School is well known for our Eco focus. We have a natural bush setting in 'Rokewood Scrub' and promote environmental sustainability through many projects across the schools. This focus is reflected in our logo.





## OUR HISTORY

The Belair Primary School opened on the present site in 1957. Belair Junior Primary School moved from its' Laffers Road location and co-located with Belair Primary School in 1997 and formed Belair Schools. The two Principals worked collaboratively and all facilities, resources and staff, were shared across the campus. The schools catered for over 500 students from Reception to Year 7. The campus operated as one school, housed in a number of brick buildings and one wooden transportable building for our Out Of School Hours Care Program.

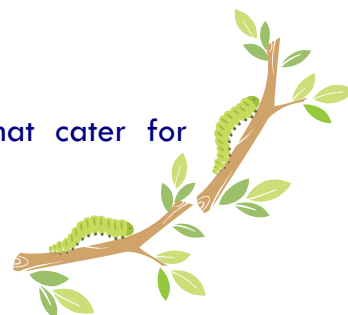
In 2013 Belair Primary School and Belair Junior Primary School amalgamated to form Belair Primary School.

## FACILITIES

Belair Primary School has recently undergone upgrades with major refurbishments and new building projects. All classrooms were upgraded prior to the beginning of the 2010 school year and a new Resource Centre and School Gymnasium built in 2010.

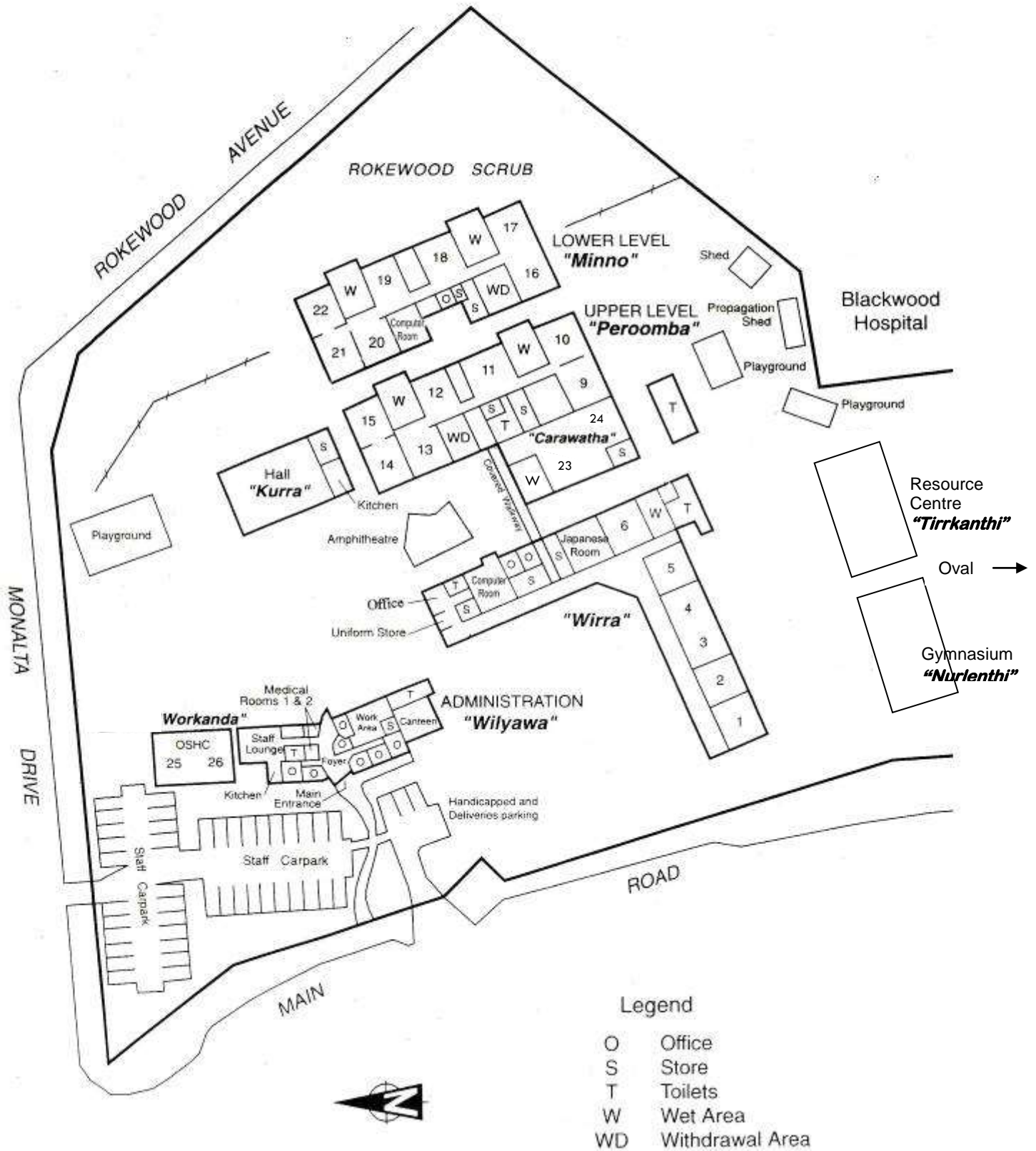
Other Belair Primary School facilities include:

- Junior Primary, Middle Primary and Middle School playgrounds that cater for developmental needs of students.
- General playing areas for mixed age groups.
- Grounds developed in a way that promotes studies of the natural environment.
- Gardens managed by students.
- Gymnasium for sporting activities
- A school hall for performances and assemblies.
- A multipurpose room for activities requiring additional space.
- Air-conditioned buildings that are carpeted.
- Wet areas for art and craft activities, technology and cooking.
- Cricket nets/oval/basketball and netball facilities.
- Two computer suites, a bank of computers in the Resource Centre and networked computers in all classrooms.
- Interactive Whiteboards in all learning areas.
- A well resourced (stocked?)Resource Centre.
- A specialist Japanese teaching area.
- An Out of School Hours and Vacation Care facility is staffed and managed by Governing Council.



*Interactive White Board*

# MAP OF BELAIR PRIMARY SCHOOL



## THE SCHOOL'S CURRICULUM

The Australian Curriculum is the mandatory curriculum for all students. Teachers plan, teach, assess and report using the Australian Curriculum in all areas.

All teaching and learning at Belair Primary School aims to develop “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” IB Mission Statement

Teaching teams plan collaboratively, reflect and refine the teaching and learning that takes place at Belair Primary School. All learning programmes are designed to enable students to develop the attributes of the Learner Profile and meet the Curriculum requirements of the Department for Education and Child Development and the International Baccalaureate Organisation.

\*Inquirers\* Knowledgeable\* Thinkers\* Communicators\*  
Principled\* Open-minded\* Caring\* Risk-takers\* Balanced\* Reflective\*

In the Primary Years Programme they design a variety of learning experiences for students to provide information on their progress in the development of the 5 essential elements (*commonly referred to as the BIG 5*) through the six trans-disciplinary themes of *Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves and Sharing the planet.*

The 5 essential elements of the PYP are:

- knowledge
- skills
- attitudes
- conceptual understanding
- actions - which are a powerful indicator that relevant and engaging learning has taken place.

Teachers are required to report on each student's development according to the attributes of the Learner Profile. The attributes (*inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective*) are not scored or graded.

Teachers identify big ideas or concepts that help students to make sense of information and topics being taught. Students are taught to develop a deep understanding of a broad series of topics within the subject disciplines and which are related to their lives.

Students are supported to develop the capacity to think with these big ideas to explain phenomena, develop products, solve problems or raise new questions in informed ways.

# SCHOOL HOURS AND TERM DATES



## A TYPICAL SCHOOL DAY

8:30 am	Supervision of buildings and asphalt play area
8:45 am	Preparation for the day in the classroom
8:50 am	Lessons begin - it is important that children are here for the organisational part of the day i.e. lunch orders, money collection, bank and attendances. (Late arrival is recorded). Lessons follow immediately after these routines
11:05 am	Recess
11:25 am	Lessons
12:50 pm	Lunch: Children eat lunch in the classroom, supervised by a teacher
1:00 pm	Playtime
1:40 pm	Lessons
3:10 pm	School Finishes
3:30 pm	Yard duty supervision ceases



The playground is supervised by staff from 8.30am. Students are asked to arrive at school after that time. During play times staff are also on duty to supervise students.

Parents are requested to wait outside the classroom when picking up their children at 3.10pm.

Children should not remain at school beyond 3.30pm, when after school duty concludes, unless at supervised sports practice.

Students not collected by 3.30pm will be brought to the Front Office for security reasons and if contact or collection by parents is not successful they will be booked into the Out Of School Hours Care program and parents will be responsible for the costs incurred.

## South Australian State Schools Term Dates

This information is current as of December 2015. To confirm this information, please contact the Department for Education &

	Term 1	Term 2	Term 3	Term 4
<b>2016</b>	1 Feb - 15 Apr	2 May - 8 Jul	25 Jul -30 Sep	17 Oct - 16 Dec
<b>2017</b>	30 Jan - 13 Apr	1 May - 7 Jul	24 Jul - 29 Sep	16 Oct - 15 Dec
<b>2018</b>	29 Jan - 13 Apr	30 Apr - 6 Jul	23 Jul - 28 Sep	15 Oct - 14 Dec

Child Development (DECD) on 8226 1083.

# **SPECIAL PROGRAMS**

## **ACADEMIC COMPETITIONS**

Each year the school offers Year 3-7 students entry to a range of academic competitions, generally being the University of NSW and the Australian Mathematics Competition. These are held during term 2 and early term 3, with results coming back to the school by late term 3. Uni NSW tests include Maths, Science, Writing, English and Computer Studies. There is an entry cost to every test, for which students receive a certificate, along with their results. Parents may find entry into these competitions a benefit for their child in providing them with skills in sitting tests under exam style conditions and to gauge their progress against Australian-wide standards.

## **BUDDY CLASSES**

Classes across the school work with a different age 'buddy' class. This is a collaborative exercise, which fosters cross age learning, social responsibility and supportive networks for students. Classes may work together for brief periods, accompany each other on excursions or engage in social activities. Some classes plan skills lessons for their younger buddy class.

## **DEBATING TEAM**

Belair has been involved in competition debating for over ten years.

During term one, all Middle School students are trained in the basic skills and rules of debating and those interested are invited to consider joining the team. Selection is based on a range of criteria including general confidence, clarity of voice, ability to think quickly and logically and co-operation and listening skills.

Belair's team is part of Debating SA's inter-school competition. These debates are held during terms two and three each year.

Competitions are zoned and students compete after school hours against teams from other schools. Belair debaters gain confidence in public speaking, enhance their logical and lateral thinking skills, gain insight into varied views, and enjoy social interaction with other like-minded students.

Debaters also participate in training workshops and may also have the opportunity to attend Senior Grand Finals during term three.

## **EARLY INTERVENTION**

All teachers meet with school leaders each term to discuss the social and academic progress of each student in the class.

After 4 terms of schooling students are screened using a variety of tests to determine whether they are making age appropriate progress in literacy. This screening provides classroom teachers with additional information about their students' skills. It also assists the school to identify students who would benefit from involvement in intervention programs. These are short-term programs where students are either supported within the classroom or withdrawn for individual tuition with a focus on the development of reading and writing skills.



## ECO SCHOOL Australian Sustainable Schools Initiative (AuSSI)



Teachers and parents of Belair have established programs for our students that reflect the future needs of children. A number of exciting and challenging programs have been introduced to allow Belair students to explore, investigate and act responsibly to create a healthy and sustainable school environment.



Belair Primary School is ideally situated to present a stimulating environmental education program. A focus on plant propagation in the earlier years has grown into an **Eco School Program**. The Eco School Management Plan is the backbone of sustainable classroom practice. Energy management, recycling of school materials, watercare, cleaning, grounds, composting and office management are all aspects of our Eco School Management Plan. In addition students have developed a special outdoor environment. Students have created a mini wetland setting with native plants, ponds and trails in the Rokewood Scrub area.

The school has installed solar photovoltaic systems that allow children to monitor energy use through the computer network. We also have links with The Belair National Park, Monarto Zoo and Natural Resource Management Education team who assist our students, teachers and parents with their learning.



Clean Up Australia Day-Seacliff Beach

Belair students have the opportunity to represent our school at the **Kids' Congress**. Each year a new group of students is selected from the Middle School to represent our school. We select students who are environmentally minded, interested and willing to assist classes, take action, attend workshops, conferences and organise special events in and out of the school.

## INTERNATIONAL BACCALAUREATE PROGRAM

Belair Primary School is proud to be an IB World School, offering the Primary Years Program to students in Reception to year 7.



Teaching and learning in global contexts support the IB's mission to develop "inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." Using these global contexts helps teachers to plan and provide relevance and meaning to content that is aligned with the Australian Curriculum.



### Primary Years Program (PYP)

The Program of Inquiry fosters the development of the whole child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

## Learner Profile



The learner profile is a set of personal qualities that IB learners strive to develop in themselves. It is at the heart of the PYP, aiming to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

Our community of learners, including students, staff and adults strive to be: **\*Inquirers \* Thinkers \* Communicators \* Risk takers\* Knowledgeable, Principled\* Caring \* Open minded \* Balanced \* Reflective**

## Inquiry

The PYP curriculum is based on the principle that structured purposeful inquiry is a powerful vehicle for real learning that promotes genuine understanding and which challenges the students to engage with important global ideas. Inquiry can be initiated by the students, parents or the teacher. This process moves the students from their current level of understanding to a new and deeper level of understanding. This includes: exploring, wondering and questioning, making predictions and acting purposefully to see what happens, taking and defending a position and solving problems in a variety of ways. Curriculum taught at each year level is outlined in a Programme of Inquiry which builds on prior learning and provides continuity of learning in the primary years.

Students engage in 6 Units of Inquiry each year which cover each of the Trans-disciplinary Themes, being “Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the planet. The central idea and lines of inquiry are developed collaboratively by teachers in year level teams with the IB Coordinator. Specialist teachers also attend planning sessions and make authentic links to the units of inquiry with there area of study.

At the conclusion of each unit of inquiry, staff and children reflect, evaluate and celebrate their learning. Successful inquiry leads to responsible action, initiated by the student as a result of the learning process. Student action can occur during or after a unit of inquiry.

Belair Primary School Primary Years Program of Inquiry may also be viewed on our school website: [www.belairps.sa.edu.au](http://www.belairps.sa.edu.au) and in the staffroom. Teachers also provide copies of this program at Parent Information Sessions and in their class newsletters.

## Evaluation

To offer the PYP program and to gain accreditation as an IB World school, we are regularly evaluated against the international standards and practices set by the IB. The accreditation process involves an application to become a candidate school, followed by a pre authorisation visit and then a validation visit from IB personnel.

## PYP Exhibition

All students in Year 7 participate in a PYP exhibition to showcase their learning to the school community. Students, parents, teachers, carers and invited guests are welcome to attend. Details are provided in school Newsletters and on the website.

## KIDS' HOPE

Belair Primary School has partnered with Blackwood Hills Baptist Church to provide the Kids' Hope program to students. Kids' Hope is a World Vision program aimed at creating a positive impact in the lives of Australian children and their families. It is a mentoring program for children who require additional support either socially, emotionally, or academically, where a caring adult from the church spends one hour each week with a child.

Mentors are thoroughly trained with the support of World Vision to understand their role in building caring relationships with children that will enhance their ability to learn and build resilience. Kids' Hope offers academic, social and emotional support to children referred to the program. Mentors strictly adhere to guidelines on respecting the secular nature of education. The mentoring hour is not used for any religious purposes and parental consent is sought prior to inclusion in the program.

Children involved in the program benefit greatly from this support and look forward to weekly sessions with their mentor.

## MOMOYAMA

In 1999, Belair Schools and Momoyama Elementary School in Kyoto, Japan, signed a sister school agreement. Its main aim was to promote an international friendship between Belair students and staff and Momoyama students and staff through an exchange program. Every two years, a group of Middle School students and staff travel to Kyoto for approximately 10 days. In the alternate year, Momoyama students and staff visit Belair. The program has become an integral part of the Japanese language and cultural program at Belair and receives strong support from the Belair school community.



## SPECIAL EDUCATION

If students are experiencing significant difficulties in aspects of their learning, we may refer them for assessment with DECD Support Services. These professionals are trained to work closely with schools and families to assess students and recommend appropriate learning programs.

Students who are identified with disabilities qualify for DECD funding to support their learning.

School and regional staff and parents work together to develop a Negotiated Education Plan (NEP) to ensure that the student has identified goals and accommodations to support their needs. Regular reviews are provided to monitor and report on progress.





## MUSIC

### CHOIR

The school provides opportunity for students to sing and participate in a choir. The **Senior Choir** is for Year 5, 6 and 7 students. They participate in the annual Public Schools' Festival of Music at the Festival Theatre each year. Our Choirs perform at assemblies and in the community when invited. Students in other years have to opportunity to participate in singing as part of the regular curriculum.

### INSTRUMENTAL MUSIC

Students can learn a musical instrument through special programs run by both a private provider and DECD music teachers. Lessons are held during normal school times. For private providers, parents pay music teachers directly. Lessons are currently on offer in recorder, piano, percussion, guitar, keyboard, flute, trumpet, clarinet and saxophone, although other instruments can be provided in negotiation with the appropriate provider. Please contact the front office for additional information.



**Violin, viola and cello** are taught by a DECD music teacher so there are no tuition costs, although an instrument hire fee is charged. Instruments can be hired through the school depending on availability.

Students involved in music programs are given opportunities to perform to an audience throughout the year.

## TOURNAMENT OF MINDS

**Tournament of Minds** is a problem solving program for teams of students from both primary and secondary years. They are required to solve demanding problems in creative ways. This presents the opportunity for students to work together in groups developing problem solving skills and then competing against other schools later in the year.



## SPORTS

### SPORTING ACTIVITIES

Belair Primary School provides many opportunities for students to participate in sports teams and coaching clinics throughout the year. All team sports operate within the National Junior Sports Policy, which provides a framework and guidelines for the delivery of all junior sports.

### AFTER SCHOOL SPORTS

Students are able to participate in After School Sports if they turn eight years of age within the current season. We are fortunate to have many parents who are willing to take on the various roles associated with each sport enabling six different sports to be run. They are:

**Basketball      Football      Netball      Softball      Cricket      Soccer**

Registration and sporting coach information is given to students prior to the beginning of the season each year. This includes information on:

*medical needs, fees and student contact details*

The aim of after school sport is PARTICIPATION. Therefore, students of all abilities are encouraged to be involved.

### PHYSICAL EDUCATION PROGRAM

Children participate in a daily fitness program. The **Physical Education** program is skill based where children are taken through a series of lessons building up skills then putting them into practice in a game situation.

To support the Physical Education program we organise **coaching clinics** in a range of sports.

Students from Belair Primary School also have the opportunity to represent the school and in some cases, the District and State through **South Australian Primary School Amateur Sports Association** (SAPSASA). In recent years, there has been representation in the following sports:

**Cross Country**  
**Athletics**  
**Basketball**  
**Tennis**

**Softball**  
**Football**  
**Netball**  
**Soccer**

**Baseball**  
**Rugby League**  
**Cricket**  
**Hockey**

Our School **Sports Day** involves all students in a range of sporting activities. It is a popular event in the school calendar and is well attended by families.



# SCHOOL POLICIES AND ORGANISATION

## ACCIDENT OR ILLNESS



If your child has had a minor accident eg grazed knee, they will be treated at school.

We have a Health Centre where we are able to monitor student health problems. If, however, the accident or illness is more serious, you will be telephoned and, if necessary, the child will be transported to hospital by ambulance. It is important that at such times we are able to contact you or a relative / close friend to support your child. Please ensure you keep us up to date with any changes to contact details. You may wish to consider insurance to cover this potential expense.

## ADMINISTERING MEDICATION

Belair Primary School is supportive of students in relation to personal health and staff training is regularly held in relation to health issues.

Only medication that has been prescribed by a doctor can be administered to children during school time. **A Health Care plan** (available from the Front Office) **will need to be completed by a Doctor and accompany the medication.** This also includes analgesics and other medication that can be bought over the counter.

The medication needs to be in the original labelled pharmacist container and we will supervise your child taking the medication. Many antibiotics can now be prescribed for use out of school hours. For practical reasons it would be appreciated if you could discuss these arrangements with your doctors. Panadol is not kept at the school as this contravenes DECD guidelines.

## ASTHMA MEDICATION

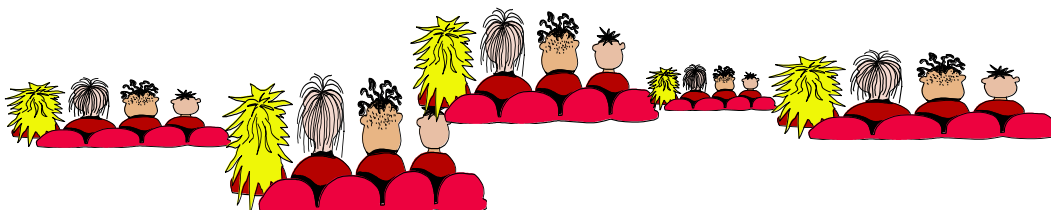
We encourage asthmatic children, with parent consent, to carry their own reliever medication. It is the parents' responsibility to ensure their child understands and is aware of their asthma symptoms and is able to manage their own medication. It is also parent's responsibility to provide their child with their own labelled reliever medication. Medication for use at school can either be kept with children for their own administration or, if you prefer, kept in the Health Centre. If the medication is stored in the Health Centre, then the appropriate Health Care Plan will need to be completed by the Medical Practitioner – these forms are available at the Front Office.

## ALLERGY – NUTS NUT AWARE SCHOOL

A growing number of students have a life-threatening allergy to peanuts and nut products. We ask that these foods not be sent to school with students as contact and/or ingestion places these students at risk. This includes products such as Nutella and some health bars, biscuits and cakes containing traces of nuts. Belair Primary School is a NUT AWARE school.

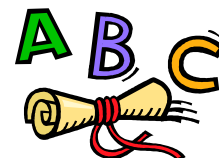
## ASSEMBLIES

Assemblies are held each fortnight on a Friday at 9am. Students organise and run these assemblies. Parents and friends are welcome to attend. Please check the Diary Dates in the school Newsletter for schedules.



## ASSESSMENT AND REPORTING

To ensure the assessment and reporting process is ongoing we have established a timeline, which outlines times during the year when assessment information is shared. Following is the timeline, which details the minimum requirements of our policy.



### TERM 1

During week 3 teachers will conduct a **Parent Information Night** for class parents.

Information at this evening could include:

- the year's program
- teaching philosophy, methodology, goals, aims, expectations and routines
- behaviour strategies
- communication strategies
- parent involvement

Towards the end of term 1, **Three Way Conferences** are conducted. These involve parents/carers, students and teachers. Parents have the opportunity to discuss their child's academic progress, work habits and social development. Students will identify their strengths and set learning goals.

### TERM 2

**Written reports** will be provided at the end of the term. These reports include information about student achievements and the level of effort in all eight areas of study against the Australian Curriculum. Students work habits and social development will also be outlined in accordance with the IB Learner Profile.

Year 3, 5 and 7 students participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) which provides the school and families with detailed information about Literacy and Numeracy skills. Parents receive detailed reports on their child's results later in the year.

### TERM 3

**Student Led Conferences.** These are between students and parents/carers.

Interviews as requested. An open morning and evening is also held in term 3 where students share their learning with their parents and family members.

### TERM 4

**Written reports** are sent home at the end of the year.

### Student Portfolios

Portfolios are a valued form of collecting and storing evidence of a student's involvement in the learning process at Belair Primary School. They are an integral part of Belair Primary School's Assessment and Reporting procedures. They are a celebration of respect, responsibility, creativity and achievement. PYP portfolios are sent home at the end of each of the 6 transdisciplinary units of inquiry.

#### Student Portfolios may be used for:

- Three-way Conferences
- Student-led Conferences
- Evidence for Written Reports
- Parent Interviews (as requested)

Students need to be supported to reflect on their progress with their parents/carers when they share their portfolio at home. They need to identify their strengths and set some personal goals in

areas that need improvement. The portfolios should show progressive development and include photos and work samples that show both the learning process and the finished product/s. Evidence of student action may also be included. Students can share electronic samples of work with their parents/ carers on their own USB.

**PYP Student Portfolios must include:**

- Parent Information Letter and Sheet with tips on how to talk to their child about the LP
- Parent Feedback Form
- Overview of each unit of inquiry – including central idea, lines of inquiry, questions, learner profile attitude and attribute focus and key concepts.
- Student samples of work including:
  - Pre-assessment
  - Formative assessment
  - Summative assessment
  - Self-assessments and reflections
  - Assessment rubrics, tools and teacher comments on student work samples

**Student Portfolios may also include:**

- LP Certificates and or awards
- Peer assessments
- Examples of work, including videos, audio, photographs and graphic representations.
- Written record of student conversations, comments, explanations, and annotated pieces of work.

## ATTENDANCE POLICY



Regular attendance maximises children's learning opportunities. The principal is required to investigate and improve patterns of continued lateness or poor attendance.

Responsibilities of Parents/Caregivers

Parents/caregivers must ensure their child is enrolled at school by the age of 6 years (the age of compulsion). They may choose to enrol their child at an earlier age in accordance with the "Same Day Start" guidelines. When they enrol their child they accept responsibility to:

- Provide information to the school that may assist planning for their child's learning and well-being; for example medical conditions, developmental progression and family issues
- Enable their child to arrive punctually (between 8:30am and 8:50am) and regularly on every day the education program is being offered
- Provide an explanation to the school whenever their child is absent or late, preferably before the school's daily program begins. Initially this may be done by SMS. After 3 days of absence, a written explanation is required
- Provide an explanation to the school if their child is required to be off site for any part of the school day (eg a dental appointment). When collecting their child, report to the teacher to enter details for absence
- Seek exemption from the school, in writing, if an extended absence of 3 or more days is likely or planned. Arrange a meeting with the teacher to discuss work to be completed. Exemption forms are available from the Front Office
- Work with the school on intervention strategies, if poor attendance and/or habitual lateness becomes an issue for their child
- Parents are encouraged to use student diaries to communicate reasons for their child's late arrival or early departure. Diaries may also be used to communicate reasons for absence.

From Monday 1st February 2016, if your child is late or absent without explanation, a text message will automatically be sent to you. The message will read as follows:

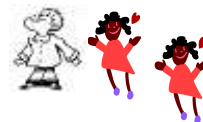


**Belair PS records show, Fiona Smith RM21 is absent MON 12/3/16. Pls reply SMS student name/ room no / absence reason / abs date**

This will arrive on your phone displaying the number, 0418157103. Please ensure you store the number in your phone under "Belair PS". To reply, simply press the reply option on your mobile phone, adding your child's name, room number, reason and date of absence/lateness. You will not receive a text if your child's absence/lateness has been provided to the school.

## **BULLYING AND HARASSMENT**

All students have the right to a positive and safe environment, free from bullying and harassment. At Belair Primary School we believe in a consistent and deliberate approach to the minimisation of bullying and harassment. Belair Primary School defines bullying or harassment as deliberate, hurtful gestures, words and/or actions. It can take the form of repeated and persistent actions or single incidences when one or more students are seeking power over others.(including cyber bullying)



### **POLICY STATEMENT**

We will ensure that the countering bullying and harassment procedures are consistent from Reception to Year 7. Students who are victims of inappropriate behaviour from others, will be encouraged to identify the nature of this behaviour and given support from parents and staff to resolve the situation.

Students undertaking inappropriate behaviour will be counselled about their actions. They will be encouraged to accept responsibility and to develop appropriate strategies for resolving issues. Parents and staff will work collaboratively during this process.

DECD policy for managing students with difficult behaviour will be followed for students who choose to continue with inappropriate behaviours.

## **BUSHFIRE INFORMATION and CATASTROPHIC (Code Red) DAYS**

### **FOR DAYS OF EXTREME FIRE RISK**

The School's Bushfire Procedures information is sent home at the beginning of each year and this details the steps the school and parents should take under these circumstances.

Attendance at school is recommended by CFS but is ultimately a parental decision.

Children may be picked up at any time during the day by parents or adults authorised on the Bushfire Information form held in the Front Office.

Some strategies that may assist the school and emergency services in case of wildfire may be:

- Avoid traffic congestion on the roads.
- Be aware that emergency vehicles have right of way.
- Please do not ring the school unnecessarily, as we need to keep the telephone line clear.
- If at home time fires are burning in the district, we will hold children at the school until collected by parents or authorised adults.

### **CATASTROPHIC (Code Red) Day**

Belair Primary School along with all others in the area have been rated as high risk by the CFS. In times of a declared Catastrophic Day (Code Red) in the Mount Lofty Ranges Fire Ban District. the school will be **CLOSED**.

At times the advice from the CFS may arrive after children have left. In the event that Belair Primary School will be closed due to a Code Red day, we will aim to contact parents as soon as possible so that care arrangements can be made. Families are asked to provide an email address so that alerts can be forwarded to parents (this will be the same email address as for electronic newsletter delivery). Hard copies of alerts will also be sent home where practicable as soon as possible. Families are encouraged to watch the television weather forecasts at the end of the news or alternatively look on the Bureau of Meteorology or CFS [websites](#) for Catastrophic rating for the Mount Lofty Ranges Fire Ban District and listen to the ABC radio for updates.

In regards to OSHC and Vac-Care the same action applies. If the advice is issued, then the facility is closed so please keep an eye on the public warnings for the Mount Lofty Ranges Fire Ban District as staff will not be on site.

Our Bushfire Action Plan and Checklist is completed and submitted to the Department for Education and Child Development annually, and we conduct fire drills at our site on a regular basis. Our fire booster pumps and hydrants are also checked on an ongoing basis. It is parents responsibility to be aware of fire conditions and warnings during the bushfire season and take the necessary action eg catastrophic days the school is closed.

## **CANTEEN**



A paid manager operates the school canteen on a daily basis and is supported by parent volunteers. Parents who are able to assist in the canteen are asked to contact the Canteen Manager on 8278 6439 or email [Julie.Croft558@schools.sa.edu.au](mailto:Julie.Croft558@schools.sa.edu.au) Your support will be greatly appreciated.

The canteen encourages healthy eating, selling a variety of food and drinks for recess and lunch which conform to the 'Right Bite Strategy'. Students may order their lunch through the canteen by using a lunch order bag. The canteen has re-usable lunch order bags available, saving on the massive amounts of paper bags we use and throw out. These bags are available in two sizes (insulated and non-insulated) which are on display and available for purchase from the Canteen.

## **CHRISTIAN PASTORAL SUPPORT WORKER**

Belair Primary School are pleased to offer the Christian Pastoral Support Program to students, staff and parents. The program focuses on student well-being and is a valued resource in our school community. The Christian Pastoral Support Worker is available for the overall pastoral care of students, staff and families and will at all times respect the secular character of Government Schools, as well as the culture and beliefs of the individuals within the school.

The Christian Pastoral Support Worker:

- Works in cooperation with teachers and staff to support students and families
- Is a resource for staff addressing social and religious issues with curriculum
- Assists students who require extra support
- Is available to students, parents and staff as a listener and support person
- Provides information regarding resources and agencies available to assist families
- Works with others in the school and its community to develop services, programs and strategies that meet the needs of children at our school

The Christian Pastoral Support Worker spends time with children individually or in groups. Some activities undertaken by the Christian Pastoral Support Worker include:

- Afternoon Tea for new students to Belair Primary School
- Lunch time craft groups
- Attendance at camps and excursions
- Social skill groups to assist students in improving social skills.
- Seasons for Growth groups to assist students experiencing significant change such as a family break-up
- Organising Belair Primary School's participation in the 40 Hour Famine

Parents are also welcome to catch up with the Christian Pastoral Support Worker through:

- Individual meetings
- Walking group on Monday mornings
- Parent Support Groups
- By phone or e-mail

The Christian Pastoral Support Worker can be contacted through the front office or via e-mail [sara.walding521@schools.sa.edu.au](mailto:sara.walding521@schools.sa.edu.au)

## CLASS PARENT NETWORK

Each class has a volunteer parent/parents who liaises with the class teacher in order to support class activities, establish links with the teacher and parents, involve parents in class activities and make new parents feel welcome. Parents are encouraged to assist the Class Parent Representative in supporting their role.



## COMMUNICATION

Belair Primary School values clear open communication and use the following ways to ensure our community is informed and has opportunities to provide feedback.

### CLASS COMMUNICATION

We believe that the exchange of information between teacher and parent is very important so we offer you the following ways of making sure that we are keeping in touch.

- You may request a meeting with your child's teacher at a mutually convenient time. This option is open to you all through the year
- You may see the teacher regularly when you collect your child or help at school
- The teacher may contact you and request a meeting at a time that suits you both
- We try to be accessible all through the year and trust that you are aware of your right to be involved in the decisions affecting your child
- Communication books / student diaries / emails are used for daily communication between home and school

### NEWSLETTER

The Belair Primary School Newsletter is distributed electronically to families on a fortnightly basis in the odd weeks of each term and contains information about coming events, Parent Association notices, Governing Council notes, articles on curriculum, student work and sporting events. Community notices are displayed on a Noticeboard on the eastern side of the Admin building.

### OTHER

The School's **address:** 45 – 83 Main Road, Belair 5052  
**Phone:** 8370 3733  
**FAX:** 8370 2651  
**Email:** [belair.ps415@schools.sa.edu.au](mailto:belair.ps415@schools.sa.edu.au)  
**Website:** [www.belairps.sa.edu.au](http://www.belairps.sa.edu.au)



### PARENT TEACHER COMMUNICATION

All parents want the very best for their children i.e. that their children are successful and happy and feel secure in all aspects of their lives. During their school years, the home and school occupy the greatest part of a child's time and carry the greatest influence on their development into adulthood. Obviously, the more harmony there is between home and school, the greater will be the chances of achievement and fulfilment.

At our school we acknowledge that at times, parents have concerns about their child's education. Issues or concerns are most effectively dealt with if they are raised in the following ways:

**1. Make an appointment with the teacher.**

Outline the issue / concern and any possible solutions to the teacher,

**If you consider that the issue has not been resolved at the conclusion of the meeting state this to the teacher.**

**2. If the issues are not resolved, make an appointment with the Principal or Deputy Principal.**

Let them know what you wish to discuss, as this will facilitate the process.

**3. Meet with the Principal or Deputy Principal**

Results of this meeting may include an agreed course of action, further discussion with the people involved and / or outside support for the child, school or family.



4. **If you are still dissatisfied** with the outcome of the meeting, phone or write to the Principal again to air your concerns. If the school does not receive further information it is reasonable for the issue to be considered resolved.
5. **If after steps 1-4 you are still dissatisfied** approach the Southern Regional Director who will try to resolve the situation further.

**The expectation of the Southern Regional Director will be that the above steps have been followed.**

It is important that grievances are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is very important to do this wisely. Please avoid discussing concerns within your child's hearing as this can further complicate some situations. If this unavoidable, it is important that your child understands that you have confidence that the issue will be resolved confidentially at the school level. Criticism of individual staff members does not support your child's education as it undermines trust and confidence, and can have an adverse effect upon the child's learning.



## ROLES AND EXPECTATIONS

### *PARENTS/STUDENTS CAN EXPECT*

- A safe and caring learning environment
- Broad, balanced and rigorous curriculum
- Information about all aspects of students education
- Opportunities to put their point of view and express opinions and concerns
- To be treated fairly, respectfully and equitably
- Opportunities to be involved and to participate in activities in the school
- Clear accessible communication channels
- Confidentiality

### *THE SCHOOL CAN EXPECT*

- Support for school policies and procedures such as Behaviour Management, Uniform Policy, Attendance Policy
- To be treated fairly, respectfully and equitably
- Concerns will be raised at the school in an appropriate and timely fashion
- Confidentiality will be maintained

## DENTAL CLINIC



The SA Dental Service is located in the GP Plus Healthcare Centre, 10 Milham Street, Oaklands Park (by Marion Shopping Centre) and the contact phone number is 7425 8400.

## DOGS/ANIMALS ON SCHOOL GROUNDS

We ask parents to ensure that dogs are not brought to school during normal school hours i.e. when children are present. Animals such as pet rabbits, cats, kittens, guinea pigs etc should be suitably caged and be brought to school by prior arrangements with the teacher.



## BYOD LEARNING ENVIRONMENT

Belair Primary School is proud to offer a BYOD learning environment for all students. The device must be an iPad or iPad mini nor must it contain a sim card. Devices will be connected to the school's infrastructure which includes a rigorous filtering program.

Students are not permitted to take the device with them at break times, devices must be left in classes which are locked.

All classes have a small number of iPads for lesson use.

### MOBILE PHONES AND OTHER ELECTRONIC DEVICES

We work from the premise that **mobile phones** are sometimes needed for emergencies and communication with parents outside of school hours. Students who have parental permission to bring mobile phones to school do so with the knowledge that the phone will be **turned off** and **placed in the student's bag** between the hours of 8:30am and 3:10pm. Students are not permitted to bring electronic entertainment devices to school. At times individual teachers may grant permission for devices to be brought to school. In these cases, the device remains the responsibility of the student. Students will be asked to keep the device in their bag other than when using it for the agreed purpose

All calls regarding students during school hours are to be made through the school phone 8370 3733. The school takes no responsibility for the loss or damage to any device/mobile phone on the school premises.

## ENROLMENT PROCEDURES

Parents / Caregivers are invited to participate in a Principal's Tour of Belair Primary School and to meet the Principal, Ms Susan Copeland. These tours give families an opportunity to see our school in operation and ask any questions they may have. Please contact the Front Office for further information regarding tour dates and register your interest in attending. Families can also request a meeting with the Principal should there be specific information to be discussed prior to enrolment. Please contact the Front Office to arrange an appointment time.

### RECEPTION ADMISSION PROCEDURES

There is one Reception intake each year. Children who turn five on or before May 1<sup>st</sup> in the year can start school at the beginning of that year. Children who are born May 2<sup>nd</sup> onwards will start school the following year.



A child who is assessed by a Psychologist as one with high intellectual potential may begin school prior to age five after thorough investigation and discussions between the Principal and parents. Children are not under compulsion to attend school until six years of age.

## FEES – MATERIALS and SERVICES CHARGES

Each year our school reviews its current financial position and budgets for goods and services provided for children in the following year. The school income and expenditure for the school year are budgeted to suit the needs of students to ensure the best learning opportunities for them.

Income is gained from parent contributions and the DECD Global Budget. This money is spent on curriculum, stationery, grounds, resources, IT technical services and utilities. The fee is determined each year by the Finance Committee and Governing Council.

### INCOME FROM PARENT CONTRIBUTION

Each year the Governing Council approves a charge for **Materials and Services** for each child. The Materials and Services charge is spent only on goods and materials for your child's education. It is determined by the Finance Committee according to the school priorities and needs of the children. Families who are experiencing financial difficulty can apply for assistance through the School Card scheme – please contact the Business Manager. A form is available for completion and



should be forwarded to Centrelink for approval. Approval is usually given to families within the limits of gross income. If income does not fall within the gross wages table, families may apply for hardship listing. Fees can also be paid by a negotiated instalment plan.

Materials and Services Charge must be paid or a payment plan completed prior to children attending any camps or special events and excursions.

## EXCURSION/INCURSION LEVY

Along with the materials and Services Charge an excursion/incursion levy is also payable. This levy covers all regular excursions/incursions throughout the year. Camps, swimming and some special events are invoiced separately. In order for your child to attend any excursion/incursion this levy must be paid.

## COLLECTION OF MONEY

Money should be sent direct to the Finance Office between 8.30am and 9.00am. Money can be sent in a sealed envelope clearly marked with child's name, room number and details including the amount. Cheques should be made payable to Belair Primary School and crossed 'NOT NEGOTIABLE.' Receipts will be issued on the same day for children to take home.

The school also accepts credit card payment in a number of ways: in person, using the secure envelope system or by phone (between 8.30am and 3.45pm.), and EFTPOS with access to personal saving and cheque accounts. Instalment payments are available, please see the School Principal.

Note: The enrolling parent 1 as per the enrolment form is deemed responsible for the payment of school fees.

Should you wish to pay by Internet Banking the following information will be required:

Bank name:	Bank SA	BSB No:	105-078
Bank Account No:	302145540		
Bank Account Name:	Belair Primary School Council Inc Consolidated Account.		
Notations required:	Include surname (of student) Initials and Invoice No.		



## GOVERNING COUNCIL

The governance of Belair Primary School is a joint responsibility between the Principal and the Governing Council.

The Governing Council is made up of parent representatives from the school community. It comprises the Principal, two staff reps, a Parents Association rep and up to 11 parent representatives. Parent representatives are elected each year at the AGM and hold office for 2 years.

The concept of a Governing Council recognises that the best educational outcomes are achieved when there is a strong and active partnership between home and school.

Governance, which is the joint responsibility of Council, involves the big picture decisions for the School, while management is for the Principal. The Governing Council make decisions about the broad direction for the school taking into account DECD requirements. This involves strategic planning, determining policies, the application of financial resources, monitoring responses and reviewing. They also provide feedback to the Principal regarding community needs, etc. Governance includes setting the broad direction and vision for the school, strategic planning, determining policies, determining the application of the total financial resources and monitoring, reporting and reviewing.

Parents are encouraged to nominate for Governing Council. Council work allows you to gain an understanding of the workings of the School and to contribute to its long term success.

Council meetings are held twice a term. In addition, most Councillors sit on one of Council's sub-committees. Those sub-committees are:

- Finance
- Education
- Grounds
- Sports
- Canteen
- Out Of School Hours Care

The sub-committees are made up of staff, Councillors and other parents who express an interest and who are appointed to the sub-committee for a year. Working on a sub-committee is a good

way of getting involved in school decision making, especially for those parents who don't wish to be a councillor.

From time to time, short-term sub-committees are set up to look at particular issues. When this occurs, parent representatives are sought in the School Newsletter.

The Governing Council can only deal with matters that fall within its areas of responsibility: in particular, matters that relate to teachers, curriculum delivery or day to day management should be referred to the Principal as these matters are outside of Council's responsibilities. If you wish to have a matter considered by the Governing Council, you can write to the Chairperson, care of the School.

Governing Council parent representatives represent the parents of the school and you can contact members through the school on (08) 8370 3733.

## HEAD LICE

Upon enrolment we issue a consent form to seek parent permission allowing staff to discretely check students' hair for lice. If live lice or eggs are found students are asked to avoid close contact with other children in the class. Parents are contacted to decide further action. e.g. take home, treat and return to school. Information can be obtained from the Front Office or by visiting [www.cyh.com](http://www.cyh.com) or [www.health.sa.gov.au/pehs/envirom-health-index.htm](http://www.health.sa.gov.au/pehs/envirom-health-index.htm).

Infestations do occur throughout the year. Parents are requested to notify the Front Office if they find that their child has head lice – a letter is then sent to all children in the child's class – as well as brothers and sisters' classes if required. When families receive this letter, it is important that the child's/children's hair is checked by a parent, sign the tear-off slip and return to class. The following morning if the form has not been returned and we have received your "permission to check your child's hair" this will be done. If you have not signed the "permission for us to check your child's hair" we will contact you to come to the school and check for head lice. These strategies have been designed to support the school in preventing recurrence of head lice and are in alignment with DECD policy.

## HOMEWORK



Homework is a valuable activity to allow students to consolidate learning and establish healthy study and time management habits. Students are encouraged to read with parents each night, particularly for younger readers. Regular reading practice is vital for the development of skills and confidence in young readers.

The school has established a Homework Policy that is available on request. From our policy it states "In Years 3-7 the recommended time allocated for homework is the student's year level times 5 minutes. (eg year 6 is 6 times 5minutes, or 30 minutes). Homework may include: contracts, set work, completion of tasks, research, reading and revision, and sharing related to links of inquiry."

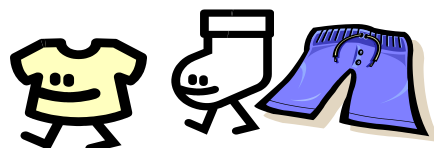
## INFECTIOUS DISEASES

If your child has an infectious disease (such as mumps, measles or chicken pox) please see your doctor and keep the child home until all signs of the infection have disappeared and they are fully recovered. Please notify the school so that we can monitor the situation. DECD guidelines are set out below.

<b>German Measles/Rubella</b>	Stay at home for five days after the appearance of the rash or until a Medical Certificate has been obtained.
<b>Measles</b>	Stay at home for not less than seven days from the appearance of the rash.
<b>Conjunctivitis</b>	Stay at home until effective treatment has been carried out and there is no further discharge from the eyes.
<b>Infectious Hepatitis</b>	Stay at home until a Medical Certificate of Recovery is obtained
<b>Mumps</b>	Stay at home for not less than ten days from the onset of the symptoms
<b>Impetigo (School Sores)</b>	Stay at home until the sores are fully healed or are treated and properly covered with an occlusive dressing.
<b>Chicken Pox</b>	Stay at home until all lesions have crusted.
<b>Ringworm</b>	Stay at home until effective medical treatment has been carried out.

## LOST PROPERTY

Lost property is stored near the Uniform Shop. We ask you to **LABEL ALL YOUR CHILD'S BELONGINGS** to assist us with lost property. Regular checks may be necessary to ensure names are still readable. At the end of each term, items not claimed are given to the Uniform Shop or donated to charity.



## LUNCHES

Teachers supervise students for ten minutes while they eat their lunch and they encourage children to take home any uneaten food. This helps you to keep lunches to an appropriate size for your child's appetite. A larger snack at recess time may be necessary as it can be a long time between breakfast and recess. Classes have a healthy snack and water break at approx 10.00am. We ask all parents not to send nut products to school as we have a number of students with a life threatening nut allergy that can be induced by ingesting or touching these products.



## OUT OF SCHOOL HOURS CHILD CARE PROGRAM (OSHC)

Belair Primary School Out of School Hours Care is a non-for-profit service governed by the Belair Primary School Council. The OSHC Service is funded by parent fees, Centre-link Child-care Benefit and Centre-link Rebate payments.



### PHILOSOPHY

To work collaboratively with children and their families/caregivers, the wider community providing a high quality, stimulating and safe environment that meets the physical, social and emotional needs and independence and belonging of primary school age children.

### THE NATIONAL QUALITY FRAMEWORK

A Commonwealth Government initiative linked to Child Care Benefit funding approval for OSHC and Vacation Care services. OSHC and Vacation Care QA aims to provide school age children in outside school hours care throughout Australia with high quality care that promotes learning and development with particular emphasis on play, social interactions and recreation.

### 'MY TIME, OUR PLACE' PROGRAM

Our program is designed to foster the individual needs of school-aged children. We offer a wide range of activities, which are developed by staff, child observations and child feedback. We offer our children opportunities to interact with others and learn in a safe and supportive environment.

### FAMILY INVOLVEMENT

At our OSHC and Vacation Care we encourage parent and family participation. This could include activities within the service such as storytelling, running art and craft activities, helping with sport activities or playing games. Other opportunities include attending excursion during Vacation Care or running Sports clinics.

We also offer the opportunity on our Community Notice board to display business cards or flyers for local businesses.

Please don't hesitate to approach OSHC staff with suggestion or enquiries.

### ENROLMENT

Each child must have a completed Yearly Enrolment Form, supply a copy of the most recent Centre-link Assessment form (with CRN numbers for parent and child/ren) an updated Health Action Plan before attending the Belair Primary School OSHC and Vacation Care.

Before School Care:

7.00am to 9.00am, hot breakfast is provided until 7.50am, reception children are then walked to their classrooms at 8.30am.

After School Care:

3.10pm to 6.00pm, reception children are collected from their classroom, on arrival afternoon is provided.

Vacation Care, Pupil and School Closure Days: 7.30am to 6.00pm, afternoon tea provided.

### ORIENTATION VISIT

The Director is available at the OSHC Service every Monday to Wednesday from 9.00-4.30 and Thursday from 1.00-4.30pm for pop in visits, phone calls regarding accounts, enrolments, bookings and child issues or queries.

Before a child's first attendance at OSHC and Vacation Care families are encouraged to come along for a tour of our service to become familiar with our routines and resources available to children.

Phone: 08 8278 7609

Email: [barb.humble712@schools.sa.edu.au](mailto:barb.humble712@schools.sa.edu.au)



### POLICIES

Covering all aspects of your child's safety and well-being at the service e.g. Illness, Medications, Sun Safe, Behaviour Guidance, Staff Ratios, Grievance Procedures, Confidentiality. These and more are available to families upon request.



## PARENT ASSOCIATION

The **Belair Primary School Parent Association** is a group that most capably supports our school programs. They meet twice a term – as indicated in our School Newsletter dates. The aims of the Parent Association are to participate in the life of the school and to raise funds for the purchase of essential resources, equipment etc. Parent Association representatives support the school in many other ways including facilitating parent information evenings and transition sessions, managing lost property, coordinating parent network and welcoming new families to the community. Membership of this association is an ideal way for new parents to become involved in the school community. Anyone wishing to be a committee member, or attend meetings, may call the Office on 8370 3733.



## PARENT PARTICIPATION

**Classroom Volunteers** - we have many opportunities for volunteers to assist with learning programs within classes. This includes listening to reading, working with small groups, attending excursions and sharing personal expertise in an area. Please make contact with the classroom teacher if you would like to volunteer your time.

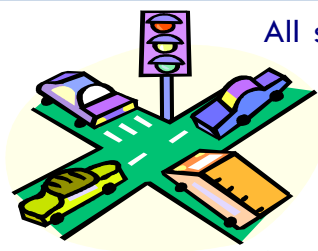
There are other **activities** as well in the Resource Centre, Canteen and helping with sporting teams where volunteers are most appreciated. This provides an excellent opportunity to get to know other children and families within our school community.

**Class Parent Representatives** - each class has a volunteer parent/parents who liaises with the class teacher in order to support class activities, establish links with the teacher and parents, involve parents in class activities and make new parents feel welcome. Parents are encouraged to assist the Class Parent Representative.

**Police Clearance** - To ensure the safety of students, it is a requirement of DECD for all Volunteers working in Belair Primary School to have a current Criminal History Screening Check and to view the 'Responding to Abuse and Neglect - Education and Care Volunteer Training' Power Point.

The Criminal History Screening Check application form can be downloaded from our Website or collected from the Front Office.

## PARKING



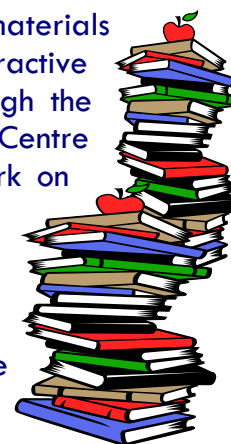
All schools have two periods of high traffic density each day; when children are being dropped off or collected from school. For your child's sake take great care as you walk or drive around the school. Mitcham Council traffic inspectors monitor the school parking situation and fine those people not acting safely or following the signs. If you park in the drop off zone you may not leave your car.

'Kiss and Drop' zones are provided on Main Road, Laffers Road and Rokewood Avenue as indicated by signs. Limited parking is also available on each of these roads. We ask that parents do not use the staff car park as the traffic congestion during the mornings can create undue dangers for students. We seek your support in ensuring a safe environment at all times for our students.

Please note, the Church grounds and old hospital grounds are not available for parent parking.

## RESOURCE CENTRE

Our Resource Centre has a wide selection of texts; fiction, non-fiction, reference materials and books produced by children. A number of computers and an Interactive Whiteboard are available for groups or individuals to use for research through the internet and information based CDs. The Teacher Librarian and other Resource Centre staff help children locate research material, borrow appropriate texts and work on classroom literacy tasks. They assist staff to locate resources and plan programs. The Resource Centre opens at 8:30am for borrowing. Students are encouraged to transport their library books in school communication bags or special purpose bags if available. Parents are always welcome to assist with covering books, re-shelving and other tasks. Please contact the Resource Centre staff if you are able to help.



## SCHOOL DISCIPLINE –Student Management

The School has a Behaviour Policy, aimed at providing students with a learning environment that is safe, happy, caring, supportive and free of harassment. This Policy is used to manage behaviour in the classroom and in the yard. Our Policy requires the school to contact parents to discuss and share issues related to behaviour. Children have the right to learn and teachers have the right to teach without interruption. We promote a safe environment and offer students some practical strategies to keep themselves and others safe. School values form the basis of behavioural expectations and students will be encouraged to make positive choices. Consequences will occur for irresponsible behaviour and students will have support to modify their behaviour where necessary.

Teachers use a range of strategies to establish and maintain positive and responsible behaviours. Class teachers negotiate codes of behaviour and consequences, revise yard rules and out of bounds areas. Anti harassment lessons are taught regularly within the curriculum.

### COMMON CLASS EXPECTATIONS



1. Each class negotiates a code of conduct with appropriate consequences aimed at giving students a chance to modify their behaviour e.g.
  1. Reminder
  2. Warning
  3. Time out in the classroom
  4. Office time out

### YARD

Appropriate consequences are used where possible. For minor offences students will be counselled or may be asked to sit out of play for a short period to reflect upon their behaviours. More extreme behaviours will result in time out and missed play. Parents will be notified via a green slip if this occurs and will be contacted if there are patterns of inappropriate behaviour so that school and home can work together to ensure a positive outcome for the student.

## STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council helps students develop skills in leadership. They are assisted to resolve problems, make better choices and provide suggestions about how to make the school a better and more exciting place. Involvement in school-wide decision making processes is also promoted. Class meetings encourage students to discuss class and school issues and initiatives. Information is then passed on to Student Council every fortnight. All classes have two Representatives elected by their class peers. Representatives are elected for one year.





## STUDENT CODE OF CONDUCT

### RATIONALE

Belair Primary School Student Code of Conduct has as its objective the establishment and maintenance of a positive, safe learning community which promotes and supports student responsibility and student learning.

### PRINCIPLES

This code of conduct is based on the School Values of Respect, Responsibility, Creativity and Achievement and the skills and attributes we value in our students as identified in the International Baccalaureate Learner Profile.

*Our students strive to be:-*

- Inquirers
- Thinkers
- Communicators
- Risk-takers

*So that they can be:-*

- Principled
- Open-minded
- Caring
- Balanced
- Reflective
- Knowledgeable

The code of conduct reflects the DECD School Discipline Policy and supports:

- Provision of opportunities and support for students to experience success.
- Promotion of student acceptance of responsibility for his/her own behaviour.
- Collaboration between staff, parents and students to manage student behaviour and create a safe, caring, orderly and productive learning environment which supports the rights of all students to learn and all teachers to facilitate learning.

### STATEMENT

Student Code of Conduct procedures are consistent from Reception to Year 7 for all school activities.

The School Values, the International Baccalaureate Learner Profile and Student Code of Conduct are the basis for discussions on behaviour.

Students are encouraged to make appropriate choices and to accept responsibility for their behaviour.

Students will be referred to the Principal/Deputy for further counselling if severe or disruptive behaviours occur.

A set of procedures support this Code of Conduct.

## SUN SAFE POLICY

Belair Primary School ensures that children wear hats and that they are encouraged to apply sunscreen. Belair Primary School Sun Safe Policy was developed through concern for our children and aims to educate them in protection from skin cancer. This Policy has taken into consideration information from the Anti-Cancer Foundation, the Administrative Instructions and Guidelines and the DECD Sun and Health Protection Policy for Schools.

The school uniform is designed especially to conform to the Anti-Cancer specifications (eg polo collars). Students are expected to wear a wide brimmed or legionnaire style hat whenever they are involved in outside activities in term 1 and term 4. All students are expected to wear a broad brimmed hat during these terms.

We also encourage students to have access to water in plastic bottles throughout the day. The school has supplied refrigerated drinking fountains to provide cold water in summer months.

### AIMS OF THE SUN SAFE POLICY

The aims of the Sun Safe Policy are to promote among students, staff and parents:

- positive attitudes towards skin protection
- lifestyle practices which can help reduce the incidence of skin cancer
- personal responsibility for decision making about skin protection
- awareness of the need for environmental changes in schools to reduce the level of exposure to the sun

Teachers provide opportunities for students to apply their own broad spectrum SPF (Sun Protection Factor) 30+ sunscreen.

### CHILDREN WILL BE EDUCATED ABOUT BEING SUN SAFE THROUGH:

- incorporating sun and heat protection activities through inclusion in Health and Physical Education, Years R- 7
- modelling of good sun and heat protection policies by adults
- resource support (eg: from the Anti-Cancer Foundation)
- displaying of posters promoting summer sun and heat protection

## SWIMMING

All students in Years R-5 have swimming lessons provided by qualified DECD instructors. Under current funding R – 2 students receive 150 minutes and 3 - 5 students receive 300 minutes of instruction. These programs are a shared responsibility with DECD covering the instructor costs and parents covering the costs of transport and entry fees e.g. pool entry. All Years 6 & 7 students have an aquatics program in Term 4. There is an additional school fee for aquatics.



## UNIFORM AND DRESS CODE

All children are required to wear the recommended school uniform. Wearing of school uniform helps to instil a sense of pride in our school. Parents are required to sign the School's Dress Code, which is supported by Governing Council, parent groups and staff. This code is based on DECD guidelines and states that all children are required to wear school dress code unless parents exempt their child (see below). The school colours are sky blue, navy blue and white. Children are expected to wear clothes in these colours at all times and must wear an appropriately coloured wide brimmed or legionnaire hat. These hats, recommended by the Anti-Cancer Foundation, are available at the Uniform Shop. Hair ties, ribbons and headbands must be in the school colours. Comfortable well fitting shoes or sandals are to be worn however thongs are not permitted.

School clothing is available from the Uniform Shop in the Wirra Building. The Uniform shop opens twice a week. Information on opening times is published in the Front Office and on the price list and order forms.

A painting smock is advisable and ***all items of clothing must be named.***

Students who have represented SAPSASA may wear their SAPSASA tops for one week after the competition.

**Non-acceptable** items include jeans, thongs, singlet tops, baseball caps, clothing with commercialised logos, any clothing considered a fashion item and makeup is not to be worn – this includes nail polish. Tops are to be worn as they are manufactured (not rolled up or tied). The wearing of jewellery is limited to ear studs / small sleepers and religious jewellery (worn beneath clothing if possible).



## EXEMPTION

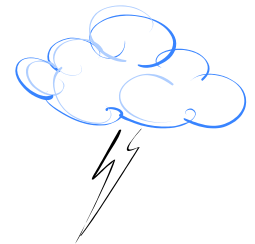
Principals may exempt students from compliance with the Dress Code upon written request from the parent. Grounds on which parents may seek exemption are:

- religious
- cultural or ethnic
- new students (time to purchase, wear previous uniform)
- itinerant students
- financial hardship
- genuine emergency medical or family sickness reasons



## WEATHER PROCEDURES

During periods of extreme weather both hot and cold, a decision is made on a daily basis by Leaders regarding outside play during break times. During hot weather, teachers also discuss with children strategies to assist in keeping themselves cool eg. find a shady place, drink plenty of water and go to the Resource Centre. Similarly in extreme cold weather a decision is made regarding areas of the school which may be closed as they are not safe for play eg. Oval.



### **AFTER SCHOOL SPORTS PRACTISE due to inclement weather.**

If sporting coaches choose to cancel after school sports practise due to inclement weather, they will make every effort to contact parents and the school Front Office will be notified. Parents are encouraged to monitor weather conditions and arrange for their children to be collected early if conditions necessitate.





# BELAIR PRIMARY SCHOOL



Government of South Australia  
Department of Education and  
Children's Services

45 Main Road Belair SA 5052  
Phone: **8370 3733**  
Fax: **8370 2651**

CRICOS Provider Number: 00018A  
Web: [www.belairps.sa.edu.au](http://www.belairps.sa.edu.au)  
Email: [belair.ps415@schools.sa.edu.au](mailto:belair.ps415@schools.sa.edu.au)



Respect

Responsibility

Achievement

Creativity

