



Parent Handbook

Department for Education T/A South Australian Government Schools
CRICOS Provider Number: 00018A

CONTENTS	Page
VISION STATEMENT	1
WELCOME	2
VALUES & VISION.....	3
OUR SCHOOL'S CURRICULUM	4
INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM	4
SITE IMPROVEMENT PLANS, LOGO	6
HISTORY AND FACILITIES	8
MAP OF THE SCHOOL.....	9
SCHOOL HOURS AND TERM DATES	10
SPECIAL PROGRAMS.....	11

<i>Academic Competitions</i>	<i>11</i>	<i>Momoyama Exchange</i>	<i>13</i>
<i>Buddy Classes</i>	<i>11</i>	<i>Music</i>	<i>13</i>
<i>Debating Team</i>	<i>11</i>	<i>Student Support</i>	<i>14</i>
<i>Early Intervention</i>	<i>11</i>	<i>Tournament of Minds (TOM)</i>	<i>14</i>
<i>ECO School</i>	<i>12</i>	<i>Sports</i>	<i>14</i>
<i>Kids' Hope</i>	<i>12</i>		

SCHOOL POLICIES AND ORGANISATION 16

<i>Accident or Illness</i>	<i>16</i>	<i>Lost Property</i>	<i>25</i>
<i>Administering Medication</i>	<i>16</i>	<i>Lunches</i>	<i>25</i>
<i>Assemblies</i>	<i>16</i>	<i>Materials & Services</i>	<i>25</i>
<i>Assessment and Reporting</i>	<i>17</i>	<i>Collection of Money</i>	<i>25</i>
<i>Attendance Policy</i>	<i>18</i>	<i>Nut Aware School</i>	<i>26</i>
<i>Bullying and Harassment</i>	<i>19</i>	<i>Out of School Hours Care</i>	<i>26</i>
<i>Bushfire & Catastrophic Day Information</i>	<i>19</i>	<i>Parent Association</i>	<i>27</i>
<i>BYOD</i>	<i>20</i>	<i>Parking</i>	<i>27</i>
<i>Canteen</i>	<i>21</i>	<i>Pastoral Care Worker</i>	<i>28</i>
<i>Communication</i>	<i>21</i>	<i>School of Languages</i>	<i>28</i>
<i>Dental Clinic</i>	<i>22</i>	<i>Student Behaviour</i>	<i>28</i>
<i>Dogs and Animals on Grounds</i>	<i>22</i>	<i>Student Code of Conduct</i>	<i>29</i>
<i>Enrolment Procedures</i>	<i>22</i>	<i>Student Representative Council</i>	<i>30</i>
<i>Governing Council</i>	<i>23</i>	<i>Sun Safe Policy</i>	<i>30</i>
<i>Head Lice</i>	<i>23</i>	<i>Swimming</i>	<i>30</i>
<i>Homework</i>	<i>24</i>	<i>Uniform and Dress Code</i>	<i>31</i>
<i>Infectious Diseases</i>	<i>24</i>	<i>Volunteering</i>	<i>32</i>
<i>Library</i>	<i>24</i>	<i>Weather Procedures</i>	<i>33</i>



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.

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.

Rob Houston

Principal

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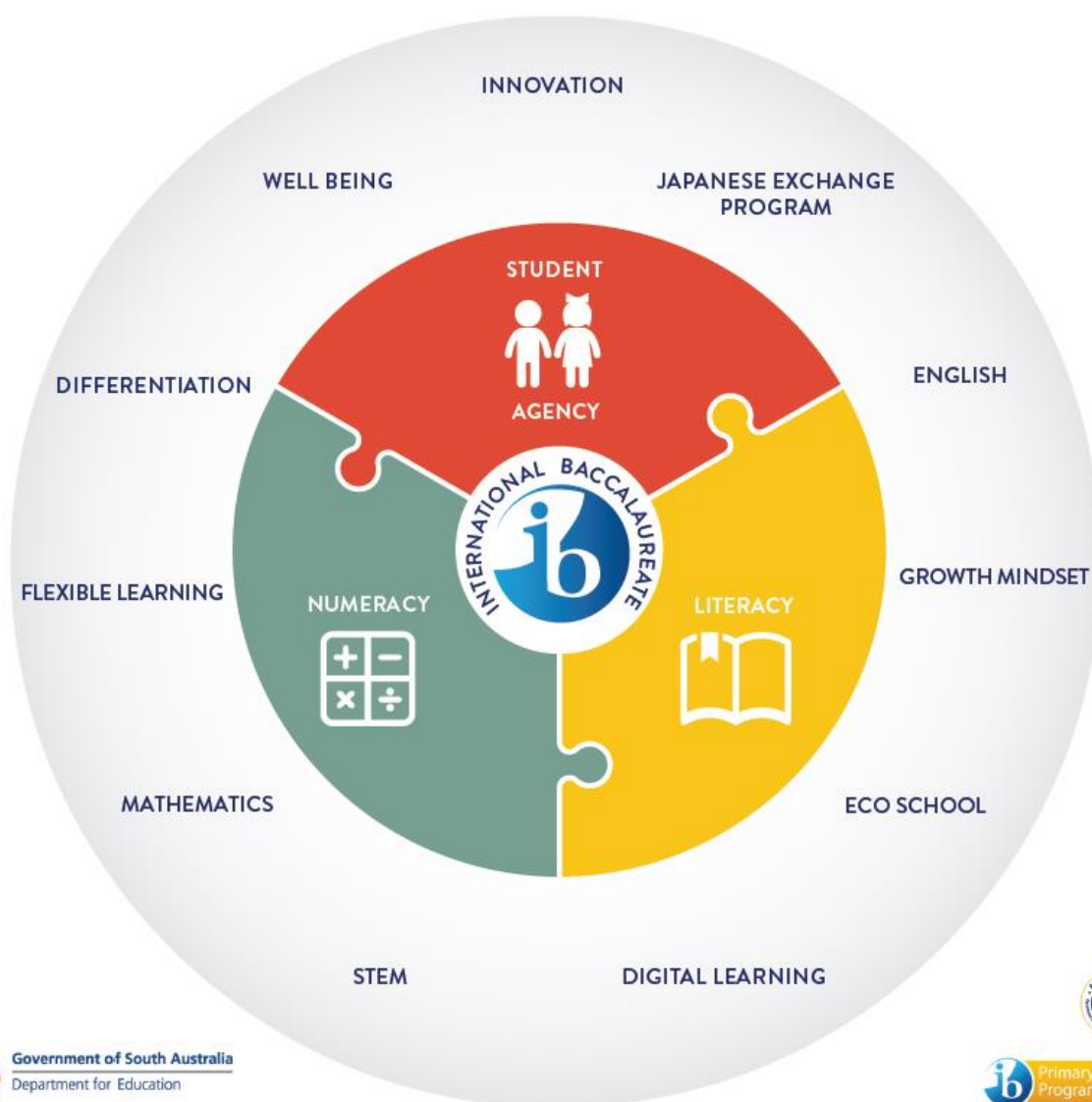
OUR VALUES



We aim to develop inquiring, knowledgeable and caring young people who achieve their personal best and actively help to create a sustainable and more peaceful world.

SCHOOL VALUES

RESPECT | RESPONSIBILITY | ACHIEVEMENT | CREATIVITY



Government of South Australia
Department for Education



Primary Years Programme

Belair Primary School aims to help all students strive to be:

INQUIRERS | COMMUNICATORS | THINKERS | RISK TAKERS

so that they can be:

KNOWLEDGEABLE | PRINCIPLED | CARING | OPEN MINDED
BALANCED | REFLECTIVE

OUR SCHOOL'S CURRICULUM

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

All teaching teams work collaboratively to plan, 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 requirements of the Department for Education and the International Baccalaureate Organisation.

The PYP 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. This process moves 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.

Teachers identify big ideas or concepts that help students to make sense of information and topics being taught. Students develop a deep understanding of a broad range of topics within 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.

Teachers are required to report on each student's development according to the attributes of the Learner Profile. The attributes are not scored or graded.

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

Belair Primary School is proud to be an IB World School, offering the Primary Years Program (PYP) 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. The PYP is organized into three pillars; The Learner, Learning and Teaching and The Learning Community, with the central principle of agency woven through all three. Our understanding of the learner reflects the IB's stance that *'the learner is the foundation of our approach to learning and teaching'*.

Agency

Student Agency supports students to have voice, choice and ownership over their learning. Teachers and students work as a partnership within the learning environment to plan learning. The learning community supports student self-efficacy and capacity to engage with and direct their learning.

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, by recognizing 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** 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.
- **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.
- **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.

Students engage in 6 Units of Inquiry each year in Years 1- 7 and at least 4 Units of Inquiry in Reception. These inquiries cover each of the Transdisciplinary Themes, being - 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 central idea and lines of inquiry are developed collaboratively by teachers in year level teams with the IB Coordinator. Specialist teachers also connect with and make authentic links to units of inquiry with their area of study.

At the conclusion of each Unit of Inquiry, staff and students 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 <http://belairps.sa.edu.au> and throughout the school. Teachers also provide copies of this program at Parent Information Sessions and in their class communication.

Approaches to Learning and Concepts

Approaches to learning and concepts are key components of the PYP. Approaches to learning are essential skills to allow students to become self-directed learners. They include five categories of interrelated skills which are research skills, self-management skills, social skills, thinking skills and communication skills. Opportunities to develop approaches to learning and their associated sub skills are planned by teachers.

Concepts provide a lens through which to focus inquiries and support understandings across, between and beyond subject areas. The concepts are;

Form – What is it like?

Function – How does it work?

Causation – Why is it as it is?

Change – How is it transforming?

Connection – How is it linked to other things?

Perspective – What are the points of view?

Responsibility – What are our obligations?

Evaluation

To offer the PYP program and to gain accreditation as an IB World School, we are evaluated against the international standards and practices set by the IB every five years.

Further information

Further information about the PYP can be accessed via the PYP Playlist resource located at <https://ibo.org/professional-development/free-learning/pyp-playlist/>

SITE IMPROVEMENT PLANS

Our education system aspires to become the very best in Australia by seeking growth for every student, in every class, and in every school. To achieve this, Education Department schools use a shared school improvement plan template and improvement cycle model. The improvement cycle provides a common process for continuous improvement across the system and ensures that our school is informed by evidence of student learning and best practice strategies for achieving student growth. Our Site Improvement Plan can be found on our website and identifies our improvement focus for the next 3 years.

2019 - 2021 - Site Improvement Plan

Student Agency

Goal: Increase Student agency - Students plan, assess and reflect on their learning

Challenge of practice: 'If we embed common expectations and understanding of student agency within the inquiry process, and facilitate student action, reflection and feedback, then we will see improvement in motivation, engagement and A-E achievement.'

Numeracy

Goal: Increase student achievement in Mathematics.

Challenge of practice: 'If we collaboratively plan with a focus on learning design, which promotes working mathematically, reflects the content and encompasses the proficiencies we will see improvement in higher bands attainment in NAPLAN, PAT M and A-E assessment.'

Literacy –Writing

Goal: Increase student achievement in Writing.

Challenge of practice: 'If we work collaboratively to embed consistent learning design, assessment and moderation into our approach to writing R-7, then we will see an improvement in higher band attainment in NAPLAN, SEA and A-E results.'

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 school. This focus is reflected in our logo with the green grey box gum leaf and hill.

OUR HISTORY



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 (OSHC) Program.

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

FACILITIES

Belair Primary School has undergone many upgrades with major refurbishments and new building projects.

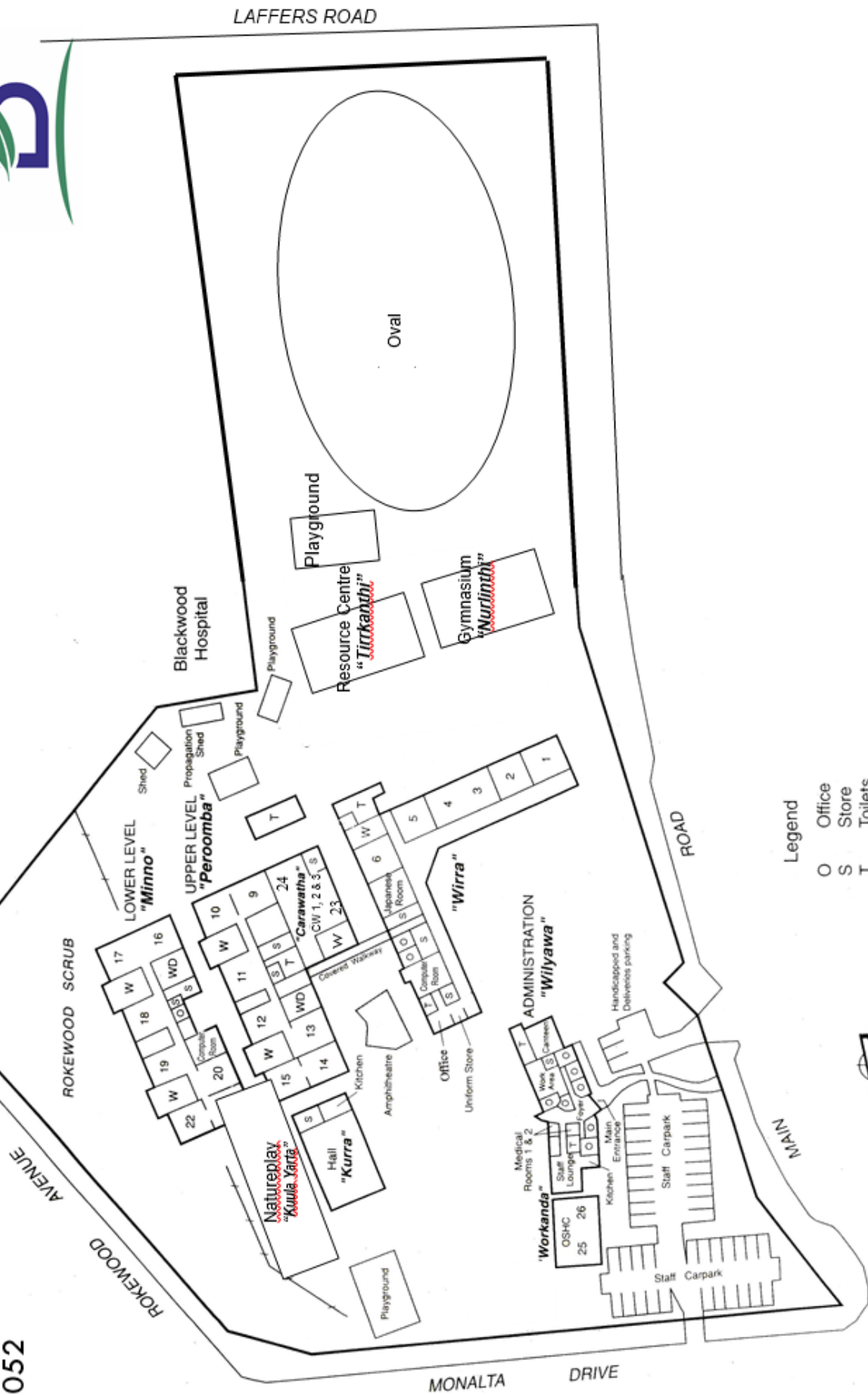
Other facilities include:

- 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 Hall for performances and assemblies.
- Air-conditioned buildings that are carpeted.
- Wet areas for art and craft activities, technology and cooking.
- Cricket nets/oval/basketball and netball facilities.
- A bank of computers in the Library and iPads in all classrooms.
- Apple TV in all learning areas.
- A well-resourced Library.
- A specialist Japanese teaching area.
- An Out of School Hours and Vacation Care facility which is staffed and managed by Governing Council.



BELAIR PRIMARY SCHOOL

Main Road, Belair.
SA 5052



SCHOOL HOURS AND TERM DATES

A TYPICAL SCHOOL DAY

8:30 am	Supervision of buildings and asphalt play area. Classrooms are unlocked and students enter
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 and attendances. (Late arrival is recorded) Lessons follow immediately after these routines
10:40 am	Recess
11:00 am	Lessons
12:40 pm	Lunch: Children eat lunch in the classroom, supervised by a teacher
12:50 pm	Playtime
1:30 pm	Lessons
3:10 pm	School finishes
3.30 pm	Yard duty supervision ceases

The yard 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 safety reasons and if parent contact is not successful they will be booked into the Out of School Hours Care program. Parents will be responsible for the costs incurred.

SOUTH AUSTRALIAN STATE SCHOOLS TERM DATES

	Term 1	Term 2	Term 3	Term 4
2020	28 Jan - 9 Apr	27 Apr - 3 July	20 Jul - 25 Sept	12 Oct - 11 Dec
2021	27 Jan - 9 Apr	27 Apr – 2 July	19 July – 24 Sept	11 Oct – 10 Dec
2022	31 Jan - 14 Apr	2 May - 8 July	25 July - 30 Sept	17 Oct - 16 Dec
2023	30 Jan - 4 Apr	1 May - 7 July	24 July - 29 Sept	16 Oct - 15 Dec
2024	29 Jan - 12 Apr	29 Apr - 5 July	22 July - 27 Sept	14 Oct - 13 Dec
2025	28 Jan - 11 Apr	28 Apr - 4 July	21 July - 26 Sept	13 Oct - 12 Dec

*Please note that the 2021 term dates were updated in February 2019.

SPECIAL PROGRAMS

ACADEMIC COMPETITIONS

Each year our 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. University of NSW tests include Mathematics, Science, Writing, English and Computer Studies. There is an entry cost for every test. 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 Australia-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 Primary School has been involved in competition debating for many 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.

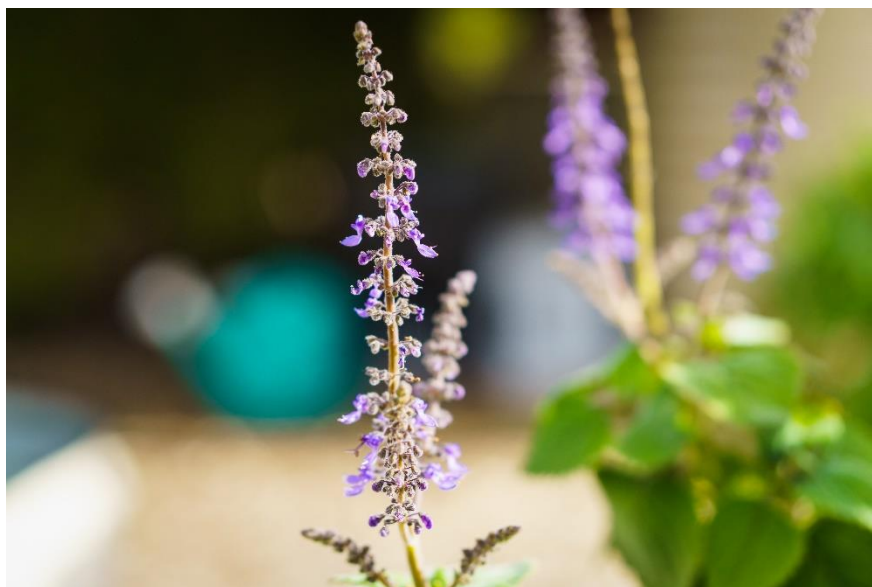
Students are regularly assessed using a variety of tests to determine whether they are making age appropriate progress in literacy. This provides classroom teachers with additional information about their students. It also assists the school to identify students who would benefit from involvement in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

ECO SCHOOL

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 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, water care, 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 and trails in the Rokewood Scrub area.



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 spends one hour each week with a child.

Mentors are 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 EXCHANGE PROGRAM

In 1999, Belair Schools and Momoyama Elementary School in Kyoto, Japan, signed a sister school agreement. The 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 school community.

MUSIC

CHOIR

The school provides opportunity for year 5, 6, and 7 students to participate in the annual Public Schools' Festival of Music at the Festival Theatre each year. The Choir performs at assemblies and in the community when invited. Students in other years have the opportunity to participate in singing as part of the regular curriculum.

INSTRUMENTAL MUSIC

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

Violin, viola and cello are taught by a Department Instrumental Music teacher. 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.

STUDENT SUPPORT

If students are experiencing significant difficulties in aspects of their learning, they may be referred for assessment with the Department for Education Support Services. These providers are trained to work closely with schools and families to assess students and recommend appropriate learning programs.

Students who are identified with disabilities may qualify for departmental funding to support their learning. School, support staff and parents work together to develop a Learning Plan to identify goals and accommodations to support their needs. Regular reviews are provided to monitor and report on progress.



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 competing against other schools later in the year.

SPORTS

SPORTING ACTIVITIES

Belair Primary School provides many opportunities for students to participate in team sports and coaching clinics throughout the year. All team sports operate under 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 provided 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

Students participate in daily fitness sessions.

Physical Education specialist program is skill based where children are taken through a series of lessons building up skills and putting them into practice in a game situation.

To support the Physical Education program **coaching clinics** are organised in a range of sports.

Students 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
- Softball
- Athletics
- Basketball
- Tennis
- Football Softball
- Netball
- Soccer
- Baseball
- Rugby League
- Cricket
- Hockey

Sports Day involves all students participating 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 e.g. 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. You may wish to consider insurance to cover this potential expense. It is important that at such times we are able to contact you, a relative or a close friend to support your child. Please ensure you keep us up to date with any changes to contact details.

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 students during school time. **A Health Care plan** (available from the Front Office) **will need to be completed by a Doctor and accompany the medication.**

Medication needs to be in the original labelled pharmacist container. Your child will be supervised when 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.

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.

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

The following timeline outlines when assessment information is shared.

TERM 1

Parent Information Night

Information at this evening includes:

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

Three Way Conferences

These involve parents/carers, students and teachers. Parents have the opportunity to discuss their child's academic progress, work habits and social development. Students communicate learning achievements and goals.

TERM 2

Written reports

Students are assessed against the Australian Curriculum. Student work habits and social development are also outlined in line with the IB Learner Profile.

NAPLAN

Year 3, 5 and 7 students participate in the National Assessment Program - Literacy and Numeracy (NAPLAN). Parents receive 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. Open morning and evening students share their learning with parents and family members.

TERM 4

Written reports

Student Portfolios

Portfolios are a valued form of collecting and storing evidence of a student's involvement in the learning process. They are an integral part of Belair Primary School's Assessment and Reporting procedures.

Student Portfolios may be used for:

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

Students supported to reflect on their progress with their parents/carers when they share their portfolio at home. They need to identify strengths and set some personal goals in areas that need improvement. Portfolios show progressive development and include photos and work samples that show both the learning process and finished product/s.

Evidence of student action may also be included.

PYP Student Portfolios 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 student learning opportunities. The Principal is required to address patterns of continued lateness or poor attendance.

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 12/3/18. Pls reply SMS student name/ room no / absence reason / abs date

This arrives 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 prior to 9.45am.

Parents/carers 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.
- Ensure their child arrives punctually (between 8:30am and 8:50am).
- 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 (e.g. a dental appointment). Sign in and out via the front office.
- Seek exemption from the school in writing, if an extended absence of 3 or more days is likely or planned. 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.

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).

Our document, the Belair Primary School Anti Bullying & Harassment Procedures, supports students to counter bullying and harassment through a consistent approach from Reception to Year 7 and is available on the school web site. Students who are victims of inappropriate behaviour from others, will be encouraged to identify the nature of this behaviour and supported by 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.

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

BUSHFIRE INFORMATION

FOR DAYS OF EXTREME FIRE RISK

The School's Bushfire Procedures information is sent home at the beginning of each year. 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 fires are burning in the district at the end of school day, students will be kept at school until collected by parents or authorised adults.

CATASTROPHIC DAY

Belair Primary School along with other schools 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 school for the day. In the event that Belair Primary School will be closed due to a catastrophic 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). 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.

These conditions also relate to OSHC and Vacation Care. If the advice is issued, the facility will be closed.

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

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. Devices will be connected to the school's infrastructure which includes a rigorous filtering program.

Students are not permitted to use a device at break times, devices must be left in classes which are locked.

All classes have 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 or mobile phone on the school premises.

CANTEEN

The Canteen operates 5 days a week and provides an important service to the School Community by supplying healthy, nutritious and tasty lunches, snacks and drinks at affordable prices.

The canteen encourages healthy eating and our menu follows the Right Bite Strategy set out by DfE. Lunch orders are placed online using Flexischools. Please go to <https://www.flexischools.com.au> for more information and to set up an account. Over the counter snack sales are available at recess and lunch.

We are also environmentally aware and we encourage the use of re-usable lunch wallets to reduce the number of single use paper bags. The lunch wallets can be purchased online through Flexischools or from the canteen.

The Canteen requires daily volunteers to assist the Manager with various tasks preparing the lunches and serving the students at break times. If you are able to help it would be greatly appreciated and very welcome. All volunteers must have a current DCSI Working with Children clearance and must also submit the volunteer application form.

To volunteer or for any enquiries contact the Canteen manager, Julie Croft on 8278 6439.

COMMUNICATION

We value clear open communication and use the following methods to ensure our community is informed and has opportunities to provide feedback.

CLASS COMMUNICATION

- You may request a meeting with your child's teacher at a mutually convenient time. This option is open to you throughout 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
- Communication books, student diaries, emails and apps are used for communication between home and school

PARENT TEACHER COMMUNICATION

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:

- **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.*
- **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.
- **Meet with the Principal or Deputy Principal**
Results of this meeting may include an agreed course of action, further discussion with the people involved, outside support for the child, school or family
- **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
- **If after the above steps you are still dissatisfied**
Contact the Parent Complaint Line who will try to resolve the situation further

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 situations. If this is 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 on your child.

NEWSLETTER

The Newsletter is distributed electronically to families in weeks 1, 5 and 9 and contains information about coming events, Parent Association, Governing Council articles on curriculum, student work and sporting events.

Community notices are displayed on a Noticeboard on the eastern side of the Administration building. A similar but shorter School Bulletin is distributed to families in weeks 3 and 7.

OTHER

The School's address:	45 – 83 Main Road, Belair 5052
Phone:	8370 3733
FAX:	8370 2651
Email:	belair.ps415@schools.sa.edu.au
Website:	www.belairps.sa.edu.au

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

Dogs are not brought to school during school hours. Animals such as pet rabbits, cats, kittens, guinea pigs etc. should be suitably caged and be brought to school when prior arrangements with the teacher have been made.

ENROLMENT PROCEDURES

Parents / Caregivers are invited to participate in a Principal's Tour of Belair Primary School and to meet the Principal. 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 1st in the year can start school at the beginning of that year. Children who are born May 2nd 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.

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 representatives, a Parents Association representative 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 Department requirements. This involves strategic planning, approving policies, application of financial resources, monitoring responses and reviewing. They also provide feedback to the Principal regarding community needs.

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, Councillors nominate for 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 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 through the school newsletter.

The Governing Council can only deal with matters that fall within its areas of responsibility: 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 can be contacted 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 or treat and return to school. Information can be obtained from the Front Office or by visiting www.cyh.com or 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 families in the child's class. When families receive this letter, it is important that the child's/children's hair is checked by a parent and the tear-off slip is signed and returned 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 form 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 Department 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 a Homework Policy that is available on request. Our policy states *"In Years 3-7 the recommended time allocated for homework is the student's year level times 5 minutes. (e.g. year 6 is 6 times 5 minutes, 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. Department guidelines are set out below.

German Measles/Rubella	Stay at home for five days after the appearance of the rash or until a Medical Certificate has been obtained.
Measles	Stay at home for not less than seven days from the appearance of the rash.
Conjunctivitis	Stay at home until effective treatment has been carried out and there is no further discharge from the eyes.
Infectious Hepatitis	Stay at home until a Medical Certificate of Recovery is obtained
Corona Virus (COVID-19)	Stay at home until a Medical Certificate of Recovery is obtained
Mumps	Stay at home for not less than ten days from the onset of the symptoms
Impetigo (School Sores)	Stay at home until the sores are fully healed or are treated and properly covered with an occlusive dressing.
Chicken Pox	Stay at home until all lesions have crusted.
Ringworm	Stay at home until effective medical treatment has been carried out.

LIBRARY

Our recently revamped library has a wide selection of texts, including fiction, non-fiction, and reference materials. The library include tables and variety of seating throughout, along with a set of Macbooks and TV. A breakout space can be booked for groups and classes and is used for a range of purposes including group work, meetings and whole class instruction.

Classes come in weekly for borrowing and students can also borrow before school from 8:30am, after school until 3:30pm and at lunchtimes. Our catalogue is available to view online www.belairps.functionalsolutions.com.au Students are encouraged to return their library books on the morning of their class borrowing time, if not before, and transport their books in school communication bags or special purpose bags if available.

From Year 3 students have the opportunity to become trained as a library monitor and assist with re-shelving and tidying the library. We welcome volunteers in the library to assist with re-shelving, covering books and other jobs. Please contact the library staff if you are able to help.



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. Online ordering is available via our Flexi Schools App.

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 Department 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.

The Materials and Services charge is spent only on goods and materials for your child's education. Families who are experiencing financial difficulty can apply for assistance through the School Card scheme, the application can be completed online – please contact the Finance Officer for more information. 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 FEES

Fee payments should be sent direct to the Finance Office. Payments can be sent in a sealed envelope clearly marked with child's name, room number and details including the amount. The school accepts payment by cash, EFTPOS, credit card and internet banking.

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

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 or ingestion places 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.

OUT OF SCHOOL HOURS CHILD CARE PROGRAM (OSHC)

Belair Primary School Out of School Hours Care is a not-for-profit service governed by the Belair Primary School Council. The OSHC service is funded by parent fees and Centrelink Child Care Subsidy payments.

PHILOSOPHY

Belair Primary School OSHC is committed to providing a professional, educational program that fosters equity and inclusion in a safe, positive and engaging environment, thus enabling children to develop a strong sense of identity and confidence as communicators who contribute productively to their world.

THE NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) 'provides a national approach to regulation, assessment and quality improvement (ACECQA)' for child care and OSHC services across Australia. The NQF emphasises learning and development through exploration and play within a safe, inclusive and interactive environment.

'MY TIME, OUR PLACE' PROGRAM

The program at Belair OSHC is guided by the 'My Time, Our Place' curriculum framework for school age care services. The curriculum focuses on children's learning through play and leisure. We offer a range of cultural, artistic and recreational activities that are developed by staff through child observations and child feedback. Children have opportunities to interact with others and learn in a safe and supportive environment.

FAMILY INVOLVEMENT

At Belair OSHC, we focus on developing and maintaining respectful and supportive relationships with families. Family culture, values and beliefs are respected and families are invited to share in decision-making about their child's learning and wellbeing. Children benefit when families and OSHC educators exchange information regularly and collaborate on maintaining consistent approaches to daily routines, child development and learning.

ENROLMENT

For each child, parents/carers must submit to the OSHC service a completed yearly enrolment form, a copy of the most recent Centrelink Child Care Subsidy Assessment Notice (with CRN numbers for parent and child/ren) and an updated Health Action Plan before their child (children) attends the Belair Primary School OSHC service. 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 and on arrival afternoon tea is provided for all children. Vacation Care, Pupil Free Days and School Closure Days: 7.30am to 6.00pm, afternoon tea provided.

ORIENTATION VISIT

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: Belair.OSHC537@schools.sa.edu.au

POLICIES

Belair OSHC policies cover all aspects of your child's safety and well-being at the service, e.g. illness, medications, sun safety, behaviour guidance, staff ratios, grievance procedures and confidentiality. These and more are available through the BPS website or upon request.

PARENT ASSOCIATION

The **Parent Association** is a group of parents who capably support 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 class representatives 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.

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.

PASTORAL CARE WORKER

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

The Pastoral Care Worker:

- Works in cooperation with staff to support students and families
- Is a resource for staff addressing social and religious issues within the curriculum
- Assists students who require extra support
- Is available to students and parents 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 students at our school

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

- Individual meetings
- Parent Support Groups
- By phone or e-mail

The Pastoral Care Worker can be contacted through the front office or via e-mail sara.walding521@schools.sa.edu.au

SCHOOL OF LANGUAGES

We host the School of Languages, a specialist government school, on Tuesday afternoon from 3.30pm to 5.00pm. Students have the choice of learning either French or Chinese. For further information about this program you may make enquiries at our front office or go to the website at <https://schooloflanguages.sa.edu.au>.

STUDENT BEHAVIOUR

The School has a 'Code of Conduct', aimed at providing students an environment which is safe, happy, caring, supportive and free of harassment. We operate within the framework of Restorative Practice, believing that sometimes our actions may result in a relationship needing to be restored. Where consequences for behaviour are considered necessary, they need to be logical and contribute to restoring the relationship. Our 'Code of Conduct' is used to manage behaviour in the classroom and in the yard. These procedures require 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 practical strategies for students 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.

COMMON CLASS EXPECTATIONS

Each class negotiates a code of conduct with appropriate consequences aimed at giving students a chance to modify their behaviour.

STUDENT CODE OF CONDUCT



CODE OF CONDUCT PROCEDURES

Belair Primary School aims to develop inquiring, knowledge and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We focus on our Values and the IB Learner Profile & Attributes. We operate within the framework of Restorative Practice, believing that sometimes our actions may result in a relationship needing to be restored. Where consequences for behaviour are considered necessary, they need to be logical and contribute to restoring the relationship.

STUDENT RESPONSIBILITIES

- Respect themselves and stay safe
- Respect other students, staff, parents and the community
- Respect our school and school property
- Demonstrate our IB Learner Profile and Attributes

STAFF RESPONSIBILITIES

- Recognise children as learners
- Negotiate class rules with the class
- Role model and teach school values and IB Learner Profile & Attributes
- Listen to children
- Act consistently and equitably
- Ensure consequences are logical and contribute to restoration of relationships

PARENT / CARER RESPONSIBILITIES

- Recognise children as learners
- Listen to children
- Support the school behaviour code
- Use the school guide to raising a concern if needed

Please note...

Procedures for Take Home, Suspension & Exclusion sourced from Education Department Guidelines.

CLASS AGREEMENTS

1. First reminder
2. Class T/O
3. Buddy class time T/O
4. office

YARD AGREEMENTS

1. Verbal reminder / logical consequence
2. Walk with teacher / sit in designated area
3. Student support →
4. Restricted Play
5. Office

STUDENT SUPPORT—20 min first lunch duty

Students attend office to re-think an incident in the yard requiring a restorative process. We use a rethink process for helping students take responsibility for their actions in the yard and make constructive choices.

What were you thinking at the time?

Who has been affected by what has happened?
What do you need to do to make things right?

Re-thinks are recorded;

1. Parents are notified
2. Class teacher is notified
3. Re-think record maintained

OFFICE

When a student comes to the office they will be provided with a quiet safe place and will be given the opportunity to talk and reflect with a school leader about the event/s. After staff consultation school leadership will then determine the next step which may include

Student Support, Restricted Play, Classroom Withdrawal or sometimes Take Home or Suspension
(Parents are notified by phone or email)

TAKE HOME (on the day)

Occurs when a student is unwilling or unable to comply with reasonable directions from staff and is endangering themselves or other members of the school community or interfering with the learning and teaching rights of school members.

SUSPENSION (1-5 days)

The purposes of suspension from school are to provide support for the student and school through a problem solving conference, to protect the learning and safety rights of other school users and to signal that this behaviour is not acceptable within the school community.

EXCLUSION(4—10 weeks)

The purposes of exclusion from school are to enable a student to achieve particular goals relating to their behaviour and learning and to signal that their irresponsible behaviour is such that they are interfering with the right of others to education and safety.

RESTRICTED PLAY / Classroom Withdrawal

If a pattern of behaviour develops over a period of time which involve re think or office consequences for yard behaviour. The child may be restricted to playing in a particular area/s for a period of time to allow them to develop better habits. This is known as *restricted play*.

Classroom Withdrawal is when a student is withdrawn from regular class and this time is used to restoratively address a situation and / or to provide an opportunity for a student to make a plan to change their behaviour and improve on their learning and to protect the right of other school users to learn and be safe.

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.

SUN-SAFE POLICY

This Policy has taken into consideration information from the Anti-Cancer Foundation, the Administrative Instructions and Guidelines and the Department Sun and Health Protection Policy for Schools.

The school uniform is designed to conform to the Anti-Cancer specifications (e.g. polo collars). Students are expected to wear a wide brimmed or legionnaire style hats whenever they are involved in outside activities in terms 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 the 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 (e.g.: from the Anti-Cancer Foundation)
- displaying of posters promoting summer sun and heat protection

SWIMMING

All students in Years R-5 have swimming lessons once a year provided by qualified Department instructors. These programs are a shared responsibility with the Department covering instructor costs and parents covering the costs of transport and pool entry fees. Year 6 & 7 students have an aquatics program in Term 4. There is an additional fee for aquatics.

UNIFORM AND DRESS CODE

All students are required to wear school uniform as described in the Dress Code Policy available on the school website.

Parents are required to acknowledge and support the School's Dress Code policy, which is endorsed by Governing Council, parent groups and staff. This code is based on Department guidelines and states that all students are required to wear school dress code unless parents exempt their child (see below).

School colours are sky blue, navy blue and white. Students are expected to wear clothes in these colours at all times. Broad brimmed or legionnaire style hats in school colours must be worn in terms 1, 3 and 4 and whenever ultra violet (UV) radiation levels reach 3 or above. These hats, recommended by the Anti-Cancer Foundation, are available at the Uniform Shop. Hair ties, ribbons and headbands must be in school colours. Predominantly black, brown, white or navy comfortable well-fitting shoes, sneakers or sandals are to be worn.

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. Refer to Dress Code Policy available on the school website.

Please name all items of clothing.

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

Non-acceptable items include thongs, jeans, singlet tops, baseball caps, clothing with commercialised logos, any clothing considered a fashion item, makeup or nail polish.

Tops are to be worn as they are manufactured (not rolled up or tied). Jewellery is limited to ear studs/ small sleepers, watch, Medic Alert bracelets 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)
- Itinerant students
- Financial hardship
- Genuine emergency, medical or family sickness reasons

VOLUNTEERING AT BELAIR

Volunteers make a significant contribution to the school community by giving their time and sharing their skills and expertise with others. Volunteers' interests and abilities complement school programs and provide a wide range of interactions and experiences to support student engagement in school and learning.

To volunteer at our school, all volunteers need to complete the Department's volunteer application form and sign the declaration (see *Exceptions). Application forms are available on our school website and from the school front office.

**Exceptions - Where the volunteer application process will not be needed*

- Parents or guardians transport students in the company of their own child
- Parents or guardians, family and friends attend one off events such as sports days, working bees etc.
- Visiting the school
- Providing workplace experience to high school students

Depending on the volunteer role, Department for Human Services (DHS) Working With Children Check also may or may not be required. Generally, parents and guardians will not require DHS relevant history screening if they are volunteering in connection with an activity which involves their own child.

Examples include:

- assisting in their child's classroom activity such as reading
- assisting in an outdoor activity involving their own child, such as the kitchen garden

Working With Children Check will be required for;

- Volunteers who are not a parent or guardian of a student
- Those working closely with children with disabilities
- Sports coaches
- Parent volunteers, if their own child is not involved in the service or activity
- People attending overnight camps and school sleep overs
- Governing council members
- Hosts of billets or homestay students
- Tertiary students and supervisors
- A parent or guardian who provides volunteering support to the school more generally, such as helping in the school canteen, resource centre or uniform shop

If you are planning on volunteering at Belair Primary school please fill in a volunteer application form and return to the school at your earliest convenience.

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 student strategies to assist in keeping themselves cool e.g. 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 when they are not safe for play e.g. Oval.

Outdoor learning and physical activities are modified or cancelled when the temperature is above 35 degrees.

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.



