



Parent Handbook

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

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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.

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 6 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

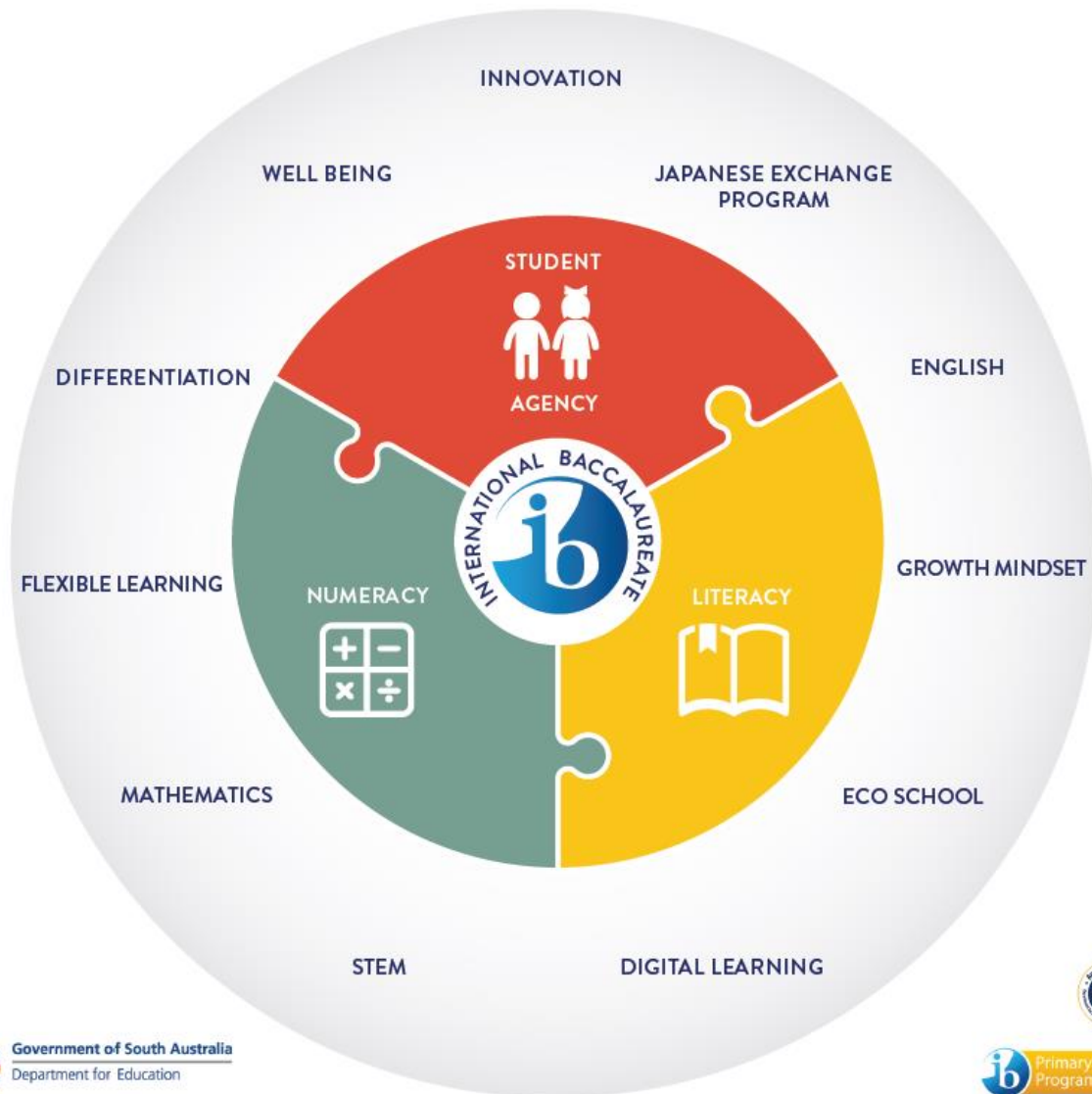
OUR VALUES



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

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.

OUR SCHOOL'S CURRICULUM

The Australian Curriculum is the mandated curriculum. Teachers plan, teach, assess and report using the Australian Curriculum.

Teaching teams work collaboratively to plan, reflect and refine the teaching and learning that takes place. All learning programs are designed to enable students to develop 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 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.

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 6.



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- 6 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 communication about the program of inquiry 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?

Exhibition

In year 6, as a celebration of the learning through the PYP, students present their learning in an Exhibition to which families and the wider community are invited. The Exhibition provides opportunities for students to demonstrate how they have developed and applied their knowledge, conceptual understandings, skills and learner profile attributes through their inquiries. Students also demonstrate action related to their learning.

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.

2022 - 2024 - Site Improvement Plan

Student Agency

Goal: Increase student achievement through formative assessment

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 explicitly teach the big concepts in mathematics visually and extend number sense through multifaceted numeracy problems we will see an increase in student achievement.'

Literacy –Writing

Goal: Increase student achievement in Writing.

Challenge of practice: 'If we teach the metalanguage of English with a focus on text structure and organisation and expressing and developing ideas we will increase student achievement in writing.'

For our complete Site Improvement Plan please visit our website.

FACILITIES

Belair Primary School has undergone many upgrades with major refurbishments and new building projects. The school will be opening 14 new Classroom spaces in 2023.

Other facilities include:

- Junior Primary, Middle Primary and Upper Primary 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 and Grounds staff.
- Gymnasium for sporting activities
- A Hall for performances and assemblies.
- Air-conditioned buildings.
- Wet areas for art and craft activities, technology and cooking.
- Cricket nets/oval/basketball and netball facilities.
- Pools of Laptops around the school and iPads in all classrooms.
- Apple TV in all learning areas.
- A well-resourced refurbished Library.

To view a full map of Belair Primary School see Appendix 1 – Belair Primary School Map.

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	Homegroup Begins - 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)
9:00 am	Lessons begin
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
2024	29 Jan - 12 Apr	29 April - 5 July	22 July - 27 Sept	14 Oct - 13 Dec
2025	28 Jan - 11 Apr	28 April - 4 July	21 July - 26 Sept	13 Oct - 12 Dec
2026	27 Jan - 10 Apr	27 Apr - 3 July	20 July - 25 Sept	12 Oct - 11 Dec
2027	27 Jan - 9 Apr	26 Apr - 2 July	19 July - 24 Sept	11 Oct - 10 Dec
2028	31 Jan – 13 Apr	1 May – 7 July	24 July – 29 Sept	16 Oct – 15 Dec
2029	29 Jan – 13 Apr	30 April – 6 July	23 July – 28 Sept	15 Oct – 14 Dec
2030	29 Jan – 12 Apr	29 Apr – 5 July	22 July – 27 Sept	14 Oct – 13 Dec

*Please note this information is current as of April 2024.

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. Teachers or parents can request an interview to discuss a child's progress at any stage of the year.

See appendix 2 - Assessment and Reporting Overview.

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

Descriptive reporting to provides written information about students' engagement and achievement, about what they have learnt, what they need to learn next. The report uses an A to E achievement scale or word equivalents for each learning area and classroom and specialist teachers use holistic on-balance judgements based on a range of learning evidence from units of inquiry and stand alone subjects. Teachers also indicate student achievement in relation to the Approaches to Learning (ATL) skills (research, social, self-management, thinking and communication) and comment on student's achievement in relation to the Learner Profile Attributes within the general comment.

NAPLAN

Year 3 and 5 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 an integral part of Belair Primary School's assessment and reporting procedures and complement other reporting processes.

Portfolios can include,

- pre assessments, formative and summative assessments, peer assessment and self reflections
- parent information about the IB PYP
- opportunities for parent feedback
- Teacher feedback/student goals
- Examples of student work including videos, audio, photographs and graphic representations.

Each term, 3-6 portfolio updates will be sent via Seesaw to parents regarding student learning. This information will be selected by students and teachers and will reflect individual student achievement across all learning areas.

Term overviews

Term overviews will be provided by teams each term. This information will inform parents of learning foci across the term.

ATTENDANCE POLICY

Research shows that attendance at school all day and every day positively affects learning, wellbeing, employment and life outcomes for children and young people. Learning is cumulative and it is disrupted if students often miss school. Teachers and school leadership are required to address patterns of continued lateness or poor attendance as per the Belair Primary School Attendance Policy.

If your child is late or absent without explanation, a text message will automatically be sent to you. This arrives on your phone displaying the number, 0428236187. 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:

- Make sure their child attends school every day the school is open, unless they are ill or have an approved exemption.
- Be responsible for their child's travel to and from school.
- Make sure their child arrives at school on time, between 8.30am and 8.50am.
- Provide their child's school with up-to-date contact details.
- Provide a reason to the school if their child is absent, late or leaving early. The same day if possible.
- Provide a medical certificate or written explanation if their child is ill for 3 or more days in a row.
- Make appointments outside of school hours if possible. For example dentists or National Disability Insurance Scheme (NDIS) providers.
- Monitor their child’s attendance and classwork. Help their child to meet deadlines and catch up if needed.

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 6 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 a mobile phone number and an email address so that alerts can be forwarded to parents (this will be the same email address as for electronic newsletter delivery). Families will receive a SMS first, which will then be followed up with an email. 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 from year 3 to year 6. The device must be an iPad that has the capacity to operate at and upgrade to the latest IOS. Devices will be connected to the school's infrastructure allowing the distribution of required apps. Filtering of content occurs through the department's new SWIFT portal. The SWiFT portal's user-friendly dashboard makes it easier to:

- manage content filters
- improve your site's cyber security protection
- report on the content students access online.

Students are not permitted to use a device at break times, devices must be left in classrooms, which are locked. BYOD devices need to be taken home at the end of school each day and charged overnight, ready for use the following day.

Please see our website for full ICT Policy with further information.

All classes Reception to year 6 have access to a pool of iPads for shared use during lesson time. Students need

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

As per the Belair Primary School Primary student use of mobile phones and personal devices policy. The department's position is that primary aged students cannot use their mobile phones and personal devices at school during school hours. The department and the school recognise that there are legitimate reasons for students to bring a mobile phone or personal device to school. This may include:

- to ensure their safety while travelling
- so that parents can contact them outside of school hours

During the school day students are not permitted to access or use their mobile phones or other personal devices. Students must switch off or mute their devices before storing them at the beginning of the school day. They will not be able to access their device until the end of the school day.

Storage of personal devices

If students bring personal devices to the school they do so at their own risk – Belair Primary School will not accept any responsibility for loss or damage to mobile phones.

Smartwatches are to be turned to do not disturb at the start of each day and are not to be used during the school day other than to see the time.

All other personal devices are to be stored in student's individual school bags.

All calls and communication regarding students during school hours are to be made through the school by phoning the front office on 8370 3733.

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 complete the Volunteer Application, including Department for Education Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training course, the Volunteer Online Induction Training course and have submitted their Working with Children Check (WWCC) clearance.

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



Our Canteen Manager – Julie Croft

COMMUNICATION

We value clear open communication and use the following methods to ensure our community is informed and has opportunities to provide feedback. This is reflected in our Communication Statement (Appendix 3 – Communication Statement)

How we use Email and Seesaw

Teachers at Belair Primary are highly committed to maintaining effective communication with parents and carers. Email and Seesaw, can be a great way of getting in touch with your child's class teacher. To help us improve the school-home partnership we ask that you consider the following points:

1. Belair Primary School staff prioritise time spent teaching and building a positive learning environment, and they will often not get the chance to check messages or emails during the school day. If you have an urgent message for your child's teacher, e.g. after school arrangements such as OSHC, please phone our front office staff, who will pass on the message.
2. Teachers are encouraged to only check or respond to emails and seesaw during working hours (8am—5.00pm) and not during teaching time, at night or on the weekends. For urgent matters, please phone the front office as this will ensure your message is received. For non-urgent matters, teachers will respond to your email / message when practicable.
3. If you would like to raise a sensitive or complex issue with your child's teacher, please send a brief email outlining your concerns. Seesaw is not for this purpose. Teachers will make a time to talk about the matter in person or over the phone so that the issue can be given the depth of discussion it deserves.

Communication in an emergency or when everybody needs to know: Phone / SMS

PARENT SCHOOL 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 or Deputy 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 Department of Education Customer Feedback Team via the link on our school website. (You will find the link on our front page or [click here](#)).

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.

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/Carers are invited to participate in a school tour and to meet the Deputy Principal and Principal. These tours give families an opportunity to see the school in operation and ask questions. Contact the Front Office for further information regarding tour dates and to register your attendance. Families can also request a meeting with the Principal or Deputy Principal should there be specific information to be discussed prior to enrolment. Contact the Front Office to arrange an appointment time.

RECEPTION ADMISSION PROCEDURES

There is one Reception intake each year. A child who turns 5 years of age before 1 May can start school at the beginning of that year. A child who turns 5 years of age on or after 1 May can 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 or Deputy Principal and parents. Children are not under compulsion to attend school until six years of age.

Changes to the enrolment process will be taking place following the announcement of a mid-year intake commencing in 2024.

GOVERNING COUNCIL

The governance of the school is a joint responsibility between the Principal and Governing Council. Governing Council is made up of parent representatives from the school community. It comprises the Principal, two staff representatives, a Parent 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.

Governing Council make decisions about broad directions of 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 or Deputy Principal regarding community needs. Management of the school is the responsibility of the Principal.

Parents are encouraged to nominate for Governing Council. Council work provides an insight into the workings of the school and an opportunity to contribute to its long term success. Meetings are held twice a term.

In addition, Councillors nominate for one of the following sub-committees.

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

Sub-committees comprise staff, Councillors and other parents who express an interest. Working on a sub-committee is an opportunity to get involved in the school.

From time to time, short-term working groups are set up to address particular issues. When this occurs, parent representatives are sought through the school newsletter.

Governing Council can only deal with matters that fall within its areas of responsibility. Matters relating to teachers, curriculum delivery or day to day management should be referred to the Principal or Deputy Principal. 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 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. If the form has not been returned the following morning 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 3-6 the recommended time allocated for homework is the student’s year level times 5 minutes. (e.g. year 6 is 6x5minutes or 30 minutes), at least four times per week. Homework may include: contracts, set work, completion of tasks, research, reading and revision.”

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)	Isolate at home as per current SA Health advice
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 includes tables and a 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 in a white cupboard, in the Hall. 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 used by the school as spare clothes, thrown out or donated to charity.

LUNCHES

Teachers supervise students for ten minutes while they eat their lunch and are encouraged to take home any uneaten food. This helps parents/carers to keep lunches to an appropriate size for their 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 approximately 10.00am. Please do not 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 from the canteen is available via the Flexi Schools App.

NUT AWARE SCHOOL

Our school is a NUT AWARE school.

A growing number of students have a life-threatening allergy to peanuts and nut products. These foods are not to 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.

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.

EXCURSION/INCURSION LEVY

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 can be paid at the Finance Office. 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>

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

Imagination, life skills and wellbeing are the core principles of our child-focused service and program. Safety, respect and inclusion for all are our priorities and we acknowledge and uphold all human and children's rights standards.

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 program filled with creative and physical activities that are developed by staff through child observations and child feedback. Children have opportunities to interact with others and to 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 to maintain 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 and reception children are 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:** 7.00am to 6.00pm. Hot breakfast provided till 7.50am and afternoon tea provided.

ORIENTATION VISIT

Before a child's first attendance at OSHC and Vacation Care, families are welcome 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.

OSHC Education Programs

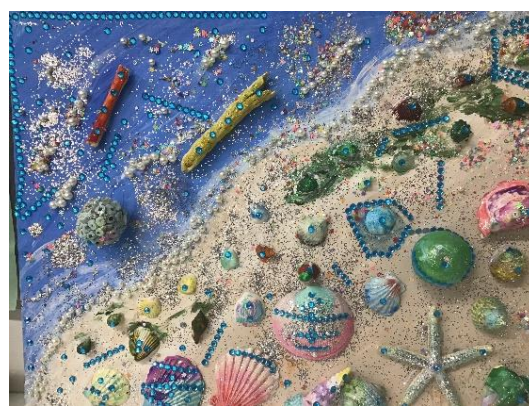
Yarn Club | Sewing Club | Woodwork Club | Beading Club



Netball Skills | Health & Fitness Skills



Project – Collaborative Knitted Mat | Individual Knitting Project | Collaborative Art Piece



Makerspaces – Painting Makerspace | Frozen Makerspace | Box Craft



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



Sara Walding has been our Pastoral Care Worker since 2003. She has had training in a number of programs to support students and families including social skills, anxiety, grief and loss. As a pastoral care worker, Sara is required to have a Certificate IV in Pastoral Care and undertake additional professional development training each year. Sara is also a qualified counsellor with a Master's Degree in Counselling.

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

SCHOOL OF LANGUAGES

The School of Languages is a government school which specialises in languages education. Since its establishment in 1986, this unique South Australian school has supported thousands of students to pursue their interest in languages learning and to experience the joy of embracing another culture.

Belair Primary School host the School of Languages lessons for French or Chinese on Tuesday afternoon from 3.30pm to 5.00pm.

If you are interested in enrolling (including pay for) or learning more about language lessons with the School of Languages, please visit the School of Languages 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 will be logical and contribute to restoring the relationship. The '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.

See Appendix 4 – Code of Conduct Procedure.

ESSENTIAL AGREEMENTS

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

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.

SRC EXECUTIVE COMMITTEE

The Student Representative Council (SRC) consists of six year 6 students who have been selected by their peers in conjunction with the leadership team to represent the Belair Primary School cohort. The Student Representative Council is always keen to hear ideas and receive feedback from students to help make Belair Primary School a better learning environment.

The Student Representative Council has two presidents and an executive team. They meet weekly to set agendas for school wide class meetings and action and respond to feedback or suggestions from classes. Additional tasks include: representing Belair Primary School at partnership SRC meetings and community events, welcoming guests to the school, supporting parent tours, speaking at assembly, assisting with the running of class meetings, organising fundraisers and hosting school events (i.e. Remembrance Day service and Year 6 Farewell Assembly).

SUN-SAFE POLICY

The Belair Primary School Sun protection in schools and early childhood education services Policy follows the Department for Education guidelines and is available on the school website.

The school uses a combination of sun protection measures for all outdoor activities on and off site **during terms 1, 3 and 4 and when the UV rating is above level 3**. This includes: clothing, sunscreen, hats, shade provision and curriculum programs.

All students are required to wear hats that protect their face, neck and ears e.g. legionnaire or broad brimmed whenever they are outside in terms 1, 3 and 4. Teachers are asked to role model sun safety by wearing a hat when outside.

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

CHILDREN WILL BE EDUCATED ABOUT BEING SUN SAFE THROUGH:

- incorporating sun and heat protection activities through inclusion in Health and Physical Education, Years R- 6
- modelling of good sun and heat protection policies by adults
- displaying of posters promoting summer sun and heat protection
- Sun Smart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school web site, parent meetings, staff meetings, school assemblies, student and teacher activities and in student enrolment packs.

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 Uniform colours are sky blue and navy blue. Students are expected to wear clothes in these colours at all times. Broad brimmed and bucket style hats in school colours must be worn in terms 1, 3 and 4. These hats, recommended by the Anti-Cancer Foundation, are available to purchase at the school Front Office. Hair ties, ribbons and headbands must be in school colours. Predominantly black, brown, white or navy footwear is to be worn, sneakers are preferred on days a student has PE.

Uniforms can be ordered online via the Spartan School World website, click 'Find my School', then select Belair Primary School (or [click here](#)). Orders are fulfilled and sent to the students classroom. We have a sizing kit available at the front office should you wish to check any sizes before ordering.

Please note, hats are also available to purchase at the front office should your child lose theirs during the term.

Please name all items of clothing.

Students who have represented School Sports SA (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

Principal or Deputy 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 skills and expertise. Volunteers' interests and abilities complement school programs and provide a wide range of interactions and experiences to support student engagement in school and learning.

All Volunteers must complete the Volunteer Application, including Department for Education Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training course, the Volunteer Online Induction Training course.

The volunteer application process will **not** be needed when:

- Parents/carers, family and friends attend one off events such as sports days, working bees etc.
- Visiting the school

Along with the completed Volunteer Application, a Working with Children check may be required. Generally, parents/carers will not require a Working with Children check 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 when;

- volunteers are not a parent/carer of a student
- working closely with children with disabilities
- coaching sports
- if their own child is not involved in the service or activity
- attending overnight camps and school sleep overs
- Governing Council members
- Hosts of billets or homestay students
- Tertiary students and supervisors
- A parent/carer who provides volunteering support to the school more generally, such as helping in the school Canteen, Resource Centre.

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

WATER SAFETY LESSONS

As part of Health and Physical Education curriculum all students in years R-5 have 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 students have an aquatics program in Term 4 each year. There is an additional fee for aquatics.

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 students strategies to assist in keeping themselves cool e.g. find a shady place, drink plenty of water and go to the Library. 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.

As per the After School Sports Policy all outdoor sport will be cancelled:

- If the temperature is 36 degrees or above as indicated on the BOM website/App at 7.00pm the night before
- There is a Catastrophic weather warning for the Mount Lofty Ranges.

Basketball at the Blackwood Community Recreation Centre will follow the junior sport “Hot Weather Policy”.

Coaches 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.



SPECIAL PROGRAMS

ACADEMIC COMPETITIONS

Each year our school offers Year 3-6 students entry to a range of academic competitions, generally being the ICAS (International Competitions and Assessments for Schools) 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. ICAS tests include Mathematics, Science, Writing, English, Digital Technologies and Spelling Bee. 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 and International 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, or engage in social activities. Some classes plan skills lessons for their younger buddy class.

DEBATING TEAM

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 regularly to discuss the social and academic progress of each student in the class.

In line with the Belair Primary School assessment and reporting guidelines and Literacy and Numeracy Agreement students are assessed using a variety of school and Department assessments to determine whether they are making age appropriate progress in literacy and numeracy. 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 have completed all volunteer applications, clearances and training through the Department for Education. Mentors are also 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 and 6 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.

DEPARTMENT FOR EDUCATION INSTRUMENTAL MUSIC PROGRAMS

At Belair Primary School, Instrumental Music Brass, Woodwind, Percussion and String lessons are offered. The program is publicly funded and teachers are allocated by Instrumental Music (IM), Department for Education. Instrumental lessons are in small groups with instruments able to be hired through the school at a specified hire fee.

String Program:

At Belair Primary School Violin, Viola, Cello and String Ensemble are offered. Students are eligible to apply from year 3 onward. Through the IM Program, students have access to many performance opportunities, including in-school Assemblies, IM workshops and School based and IM concerts. As students progress, they also have the opportunity to audition for the IM Central School Ensemble group Primary Schools String Orchestra (PSSO) and the Primary Schools Music Festival Orchestra (PSMF).

Brass and Woodwind Program:

Recently Belair PS has begun a brass and woodwind program for students in years 5 & 6. Percussion has now also been offered. Now students from Year 4 onwards can register interest for the program with Years 5/6 students having first preference. Through the IM Program, students have access to many performance opportunities, including in-school Assemblies, IM workshops and School based and IM concerts. As students progress, they also have the opportunity to audition for various IM Central Ensemble groups including the SA Schools Concert Band and the Primary Schools Music Festival Orchestra (PSMF).

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

SPORTS

PHYSICAL EDUCATION

Classes participate in a PE lesson each week, delivered by a specialist PE teacher.

Students will experience a wide variety of activities which will assist them to make informed choices about fitness throughout their lives. Students of all ages will be challenged to improve their PE skills in a range of active games, activities and sports. They will be supported and encouraged to enjoy PE and recognise that it is part of a healthy and active lifestyle. The learning of various game skills and the social/emotional development involved in team cooperation are important educational experiences. The PE program is linked to the IB program of inquiry where appropriate.

Belair Primary School endeavour to:

- Provide supportive environments for enjoyable participation in a wide variety of physical activities, through the development of skills and good sporting behaviour
- Provide for the allocation of appropriate resources and facilities
- Provide equal opportunities for all students to participate in sport
- Make provisions for all students with special needs to participate in sport
- Encourage and actively cater for talented sporting students
- Promote the playing of sport for enjoyment with participation the main focus

SPORTS DAY

All students participate a whole school Sports Day with a wide range of year level appropriate activities.

Classes practice the events leading up to Sports Day during their PE lesson, so they head into the day feeling confident and prepared.

SCHOOL SPORTS SA (formally referred to as sapsasa)

Students have the opportunity to participate in team sports and coaching clinics throughout the year. Team sports operate under the School Sports SA (formally sapsasa) framework, which provides guidelines for the delivery of the specific sport.

Students 10 years of age or (who turn 10 in the year they wish to participate) are eligible to trail for Swimming, Athletics or Cross Country. Interested students will receive information from the PE teacher regarding trials all throughout the year.

SCHOOL SPORT COMPETITIONS (often referred to as “Knock Out”)

Belair Primary School put together teams to represent our school in specific sport. Students have to be in year 5 or 6 in order to trial, with year 6 students holding priority of selection.

Interested students will receive information from the PE teacher regarding trials all throughout the year. Trials, trainings and competitions for School Sport SA one day carnivals events occur during school hours.

Sports may include:

Softball	Netball
Basketball	Soccer
Lacrosse	Cricket
TA Rugby	Mountain Biking

DISTRICT COMPETITIONS

Parents have the opportunity to nominate their child trial for district representation in the Southern Heights district teams created for School Sports SA if they are in year 5 or year 6.

Trails and trainings for School Sports SA 3-4 day Carnivals representing Southern Heights District will occur after school at various locations. If selected into the Southern Heights (District) team students will participate at the State Championships in a 3-4 day carnival during school hours. Information (including dates, locations, permission, costs) for District Teams will be provided by the school when it becomes available.

Sports may include:

Softball	Cricket
Football	Hockey
Tennis	Netball

STATE REPRESENTATION

Parents have the opportunity to nominate their child for State Teams. This is to be organised by the parent, directly with School Sport SA. Information can be found on the School Sports SA website. For more information visit:

<https://www.education.sa.gov.au/schools-and-educators/programs-students/school-sport-sa/competitions>

AFTER SCHOOL SPORTS

Students are able to participate in After School Sports if they are in Year 2 for a Come 'N' Try program (not Basketball) and Year 3-6 in a competitive sport. 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 coaching information is provided on the website and via newsletters 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. Students will be encouraged to participate in a variety of sports, however they may not change from one sport to another during a playing season.

	Basketball	Netball	Footy	Soccer	Softball	Cricket
Rec			Auskick (1 term only)	Grasshoppers (1 term only)		Blast (1 term only)
Year 1			Auskick (1 term only)	Grasshoppers (1 term only)		Blast (1 term only)
Year 2		Netta	9-a-side	7-a-side	T-Ball	Blast Rotation Games
Year 3	✓	✓	✓	✓	T-Ball	✓
Year 4	✓	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓	✓

More information is available via the website and After School Sports Policy.

PALs- Play at Lunches

PALS is a lunch time activity where year 6 student leaders organise and run activities for reception - year 2 students, with the PE teacher's supervision.

Year 6 students apply to become a PAL leader. Once selected, they complete training with the PE teacher in order to kick off the lunch time activities.

Reception, year 1 and year 2 students are allocated half of one lunch time per week where they get to come along, join in the activities, meet some fellow students they may not 'usually' play with and have fun! Activities such as; "Red Rover", Skipping, "Jam Pot", coordination/social and general fitness activities.

The PAL leaders go to the year level classrooms before lunch to remind students that it's on and to walk them to the gym if they want to come for some fun.

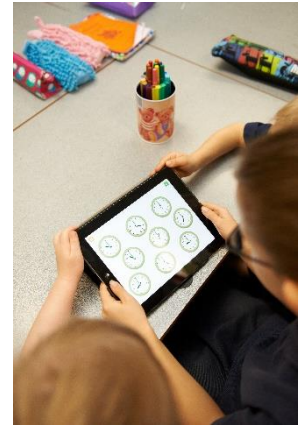
PALs was specifically designed to provide students who may feel a little lost at lunch with a fun activity PLUS an opportunity for our senior students to learn leadership skills.



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

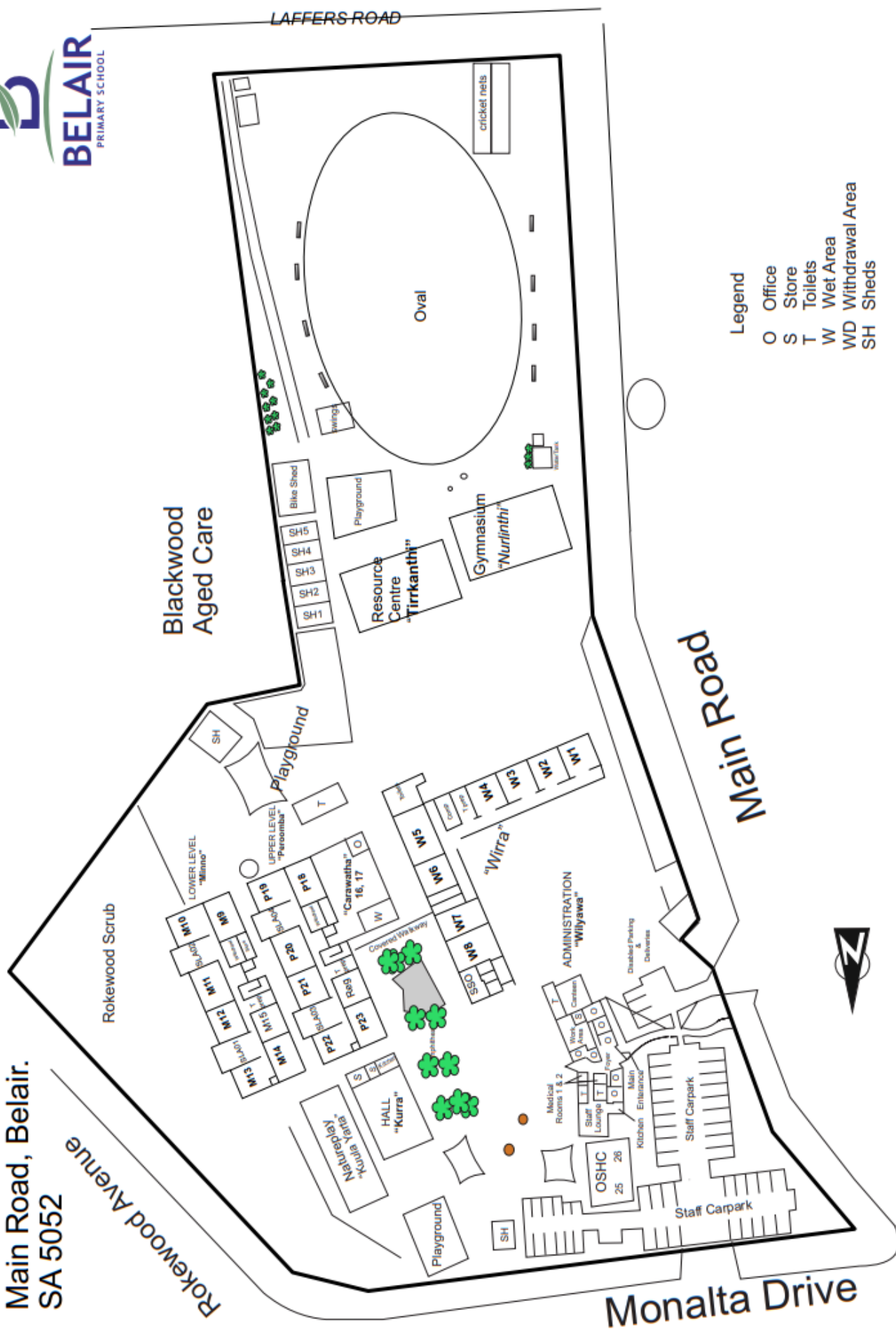
Tournament of Minds is a problem solving program for teams of students from both primary and secondary years. Teams are required to solve demanding challenges demonstrating their solutions in exciting, creative, vibrant and public ways. Tournament of Minds is an opportunity for students to work collaboratively from one of the following disciplines:

- -Language Literature
- -Social Science
- -STEM
- -The Arts

APPENDIX 1 – Belair Primary School Map



BELAIR PRIMARY SCHOOL
Main Road, Belair.
SA 5052



- Legend**
- O Office
 - S Store
 - T Toilets
 - W Wet Area
 - WD Withdrawal Area
 - SH Sheds



APPENDIX 2 – Assessment and Reporting Overview



The objective of assessment and reporting is to provide constructive feedback on student learning, to guide collaborative planning and provide a statement of student achievement. Assessment and reporting is guided by teacher and school needs and Department for Education requirements. Seesaw is the platform for student learning updates and communication about classroom learning.



Assessment and Reporting

Assessment across the year

	Term 1	Term 2	Term 3	Term 4
Department for Education	Well being and engagement collection survey	NAPLAN (Years 3, 5, 7) Language and Literacy Levels AEDC (every 3 rd year) NCCD	Year 1 Phonics Screen PAT R and PAT M (Year 3-7) Running Records	
School based	Brightpath writing sample Words their way spelling inventory (Year 3-6)	Brightpath writing sample	Brightpath writing sample PAT R and PAT M (Year 1-2) Bullying audit	Running Record levels Literacy Pro Jolly Phonics checklist
Ongoing throughout the year	Development of One Plans			

Reporting across the year

Term 1	Term 2	Term 3	Term 4
Parent Information Night 3 way conferences	Written reports	Student led conferences	Written reports
Student portfolios across the year			

Portfolios

Portfolios are an integral part of Belair Primary School's assessment and reporting procedures and complement other reporting processes.

Portfolios can include,

- pre assessments, formative and summative assessments, peer assessment and self reflections
- parent information about the IB PYP
- opportunities for parent feedback
- Teacher feedback/student goals
- Examples of student work including videos, audio, photographs and graphic representations.

Each term, 3-6 portfolio updates will be sent via Seesaw to parents regarding student learning. This is information will be selected by students and teachers and will reflect individual student achievement across all learning areas.

Term overviews

Term overviews will be provided by teams each term. This information will inform parents of learning foci across the term.

Appendix

AEDC (Australian Early Development Census) - The AEDC is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

Brightpath writing sample – Brightpath is an assessment tool to identify students achievement and next steps in writing.

Bullying Audit – School developed survey to assist in identifying bullying issues in the school.

Jolly Phonics – A multisensory approach to teaching students the 42 sounds and corresponding letters

Language and Literacy levels - The Language and Literacy Levels describe a student's development of Standard Australian English. It is completed with students who have English as an Additional Language or Dialect (EALD)

Literacy Pro – The Literacy Pro test measures a reader's lexile level and the Lexile Framework finds the right books for students by measuring readers and texts on the same scale.

NAPLAN – (National Assessment Program – Literacy and Numeracy) – NAPLAN is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. <https://www.nap.edu.au/naplan/faqs/naplan-general>

NCCD (National Consistent Collection of Data) - The NCCD is an annual collection of information from all Australian schools on the numbers of students with disability and the adjustments they receive.

One Plan - The One Plan is an online personalised learning plan that contains information to support a child's inclusion and achievement at school.

PAT (Progressive Achievement Test) – Progressive Achievement Tests are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in key areas. PAT R assesses reading and PAT M assesses mathematics.

IB PYP (International Baccalaureate - Primary Years Programme) - The IB PYP is a student-centred approach to education for children aged 3-12 and offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. The PYP Playlist provides information to staff and parent about the PYP. It can be found here <https://s3-eu-west-1.amazonaws.com/international-baccalaureate/PYP+Playlist/index.html#/menu/5c5d69f2ec43cb21c923380a>

Running Record levels – A Running Record is an assessment tool which provides an insight into a student's reading as it is happening. It is used to identify a students' accuracy, fluency and comprehension and the reading strategies used.

Well being and engagement collection (WEC) survey - The WEC provides the government and schools with information to support improving and maintaining students' health, happiness, wellbeing and relationships and provides insight into what needs to happen to make sure students experience success and are provided with resources and opportunities to reach their full potential.

Words their way spelling inventory – A spelling test to show student ability to apply spelling patterns. It is used to determine student grouping within the Words their way spelling program.



Communication Statement

Communication is integral to our work



Whole School Communication

Purpose: Sharing information for school community including, governance, events, class news etc.....

- ◊ Newsletter & Community Bulletin
- ◊ Email
- ◊ SMS
- ◊ Webpage
- ◊ Facebook
- ◊ Electric sign
- ◊ Site Improvement Plan
- ◊ Annual Report
- ◊ School Calendar
- ◊ YouTube private channel



Classroom Communication

Purpose: Sharing information in regards to student learning and well being....

- ◊ Email
- ◊ Seesaw
- ◊ Telephone
- ◊ School reports
- ◊ Learning portfolios*
- ◊ Interviews
- ◊ Year level team, specialist teacher term updates*



Seesaw is for:

- ◊ Student agency— reflections, up-dates and goal achievements*
- ◊ Sharing aspects of a student's learning journey*
- ◊ General class reminders—diary dates, library days, note returns etc

*School Seesaw account set up for class and year level communication. Permission for photographs, video, audio, work samples required

Email / Telephone is for:

- ◊ Individual student learning and behaviour
- ◊ Student attendance follow up
- ◊ Year level team, specialist teacher term updates

How we use Email and Seesaw

Teachers at Belair Primary are highly committed to maintaining effective communication with parents and carers. Email and Seesaw, can be a great way of getting in touch with your child's class teacher. To help us improve the school-home partnership we ask that you consider the following points:

1. Belair Primary School staff prioritise time spent teaching and building a positive learning environment, and they will often not get the chance to check messages or emails during the school day. If you have an urgent message for your child's teacher, e.g. after school arrangements such as OSHC, please phone our front office staff, who will pass on the message.
2. Teachers are encouraged to only check or respond to emails and seesaw during working hours (8am—5.00pm) and not during teaching time, at night or on the weekends. For urgent matters, please phone the front office as this will ensure your message is received. For non-urgent matters, teachers will respond to your email / message when practicable.
3. If you would like to raise a sensitive or complex issue with your child's teacher, please send a brief email outlining your concerns. Seesaw is not for this purpose. Teachers will make a time to talk about the matter in person or over the phone so that the issue can be given the depth of discussion it deserves.

Communication in an emergency or when everybody needs to know: Phone / SMS



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.



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Government of South Australia
Department for Education

