



School Information Book

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WELCOME TO BEELIAR PRIMARY SCHOOL

We hope your time at our school is rewarding and fulfilling for your child and for you. We encourage you to take full advantage of being involved in your child's education as you play an important role as a member of our school community.

This information booklet has been produced to provide you with valuable information about the programmes that operate in our school and is also a reference for the procedures and practices which ensure that our school operates in an effective, efficient and safe manner. We are constantly reflecting on and reviewing what we do and the programmes that we provide. We appreciate any feedback or suggestions that parents or members of the community have about our school.

Louise O'Donovan
Principal



BACKGROUND/HISTORY

Beeliar Primary School opened in 1999 and services the area located south of Beeliar Drive and east of Tindal Ave. Beeliar Primary School is part of a strong Public School education system and is a Level 5 primary school with 500 students from Kindergarten to Year 6. It shares the site with four classes from the Fremantle Language Development Centre (FLDC) which has over 50 students from Kindergarten to Year 3. The FLDC works closely with Beeliar Primary School with their students wearing the Beeliar uniform and sharing facilities including play spaces.

In 2013, Beeliar Primary School commenced as an Independent Public School. Independent Public Schools have more flexibility to set their own strategic direction and authority for day to day decisions, but they remain part of the public school system.

COMMUNITY PROFILE

The suburb of Beeliar is a rapidly expanding suburb in the southern corridor of the Perth metropolitan area. The demographics of the area reflect primarily first and second home buyers with a proportion of residents in rental properties. The school has forged important partnerships with the local community in promoting Beeliar as a great place to live.



OUR SCHOOL



Students and staff enjoy very comfortable and modern learning and work environments. The school is set amongst bushland and has a unique “campus type” design. The school’s outstanding facilities include a purpose built visual arts centre, a performance arts and music centre with capacity to convert to an indoor auditorium for approximately 400 people, a showpiece school library and information centre, a covered assembly area and staff facilities in each teaching block. Classrooms are designed to promote collaborative practices

and students in each teaching block have ready access to computers to take advantage of the school’s excellent information technology facilities.

Our school has the motto of **Stand Tall** and there is a whole school focus aimed at raising our school community’s awareness of important protocols, behaviours and values that we expect when we conduct ourselves in and around the school and the wider community. The program targets all members of the school community – students, staff and parents and develops personal/school pride and responsibilities. Empowering our students with life skills as well as modelling respect and tolerance and celebrating the cultural diversity of our community are key features of what it means to Stand Tall.

Staff at Beeliar, many of whom who are recruited through a process of local merit selection, are widely acknowledged for providing innovative educational programmes and whole school approaches that are targeted toward realising the school’s vision of being an inclusive learning community. As such our focus is on:

- Providing access and opportunities for success to the diverse range of students who attend our school,
- Reflecting on current practices to find teaching approaches which recognise the educational, social and emotional needs of our learners
- Building respectful relationships with our students and effective partnerships with their parents and the broader community



STAFF CODE OF PRACTICE

All staff at Beeliar Primary School are committed to fulfilling their roles and responsibilities according to the principles of learning, excellence, equity and care. This is demonstrated through actions and conduct that are consistent with:



- Ensuring that all students will be successful learners;
- Showing commitment to the principles of developmental learning;
- Collaborating in planning and structuring teaching and learning programmes;
- Seeing ourselves as learners and being prepared to engage in reflective practices and ongoing professional development;

- Treating all members of the school community with dignity and respect in such a manner that our workplace and practices are free from discrimination, abuse or harassment;
- Working with parents and the community to promote and support students' learning;



- Modelling participative processes in their relationships with students and colleagues towards fulfilling agreed goals;
- Providing opportunities for students to develop as autonomous and reflective learners; and
- Setting personal standards of conduct and dress, which reflect the high professional standards and ethos of the school.

SCHOOL DECISION-MAKING AND PARENT INVOLVEMENT



Decision making occurs in a consultative manner. Key groups are provided with opportunities to have input into the development of school policies, planning directions and key curriculum initiatives.

The school has an effective School Board and Parents and Citizens Association (P&C). Each of these groups has had extensive involvement in the establishment of the school and there is ongoing commitment to involving parents in the full range of activities throughout the school. Recognising Parents as Partners is fundamental to the quality of relationships that we endeavour to develop between school staff and members of the community.

The quality of education will be enhanced if parents and teachers work together in setting standards and values for both academic and personal development.

To this end, we encourage parents to actively participate in decisions relating to their child and the school in general and we value the skills and abilities that parents can offer to student learning.

Individual teachers will outline ways in which parents can assist within the classrooms.

For you to play a vital part in the education of your child you may consider the following:

- In the classroom – listening to children read, assisting with conference writing, mathematics activities, art/craft etc;
- Sharing talents – playing musical instruments, demonstrating craft skills, assisting students in using the computers;
- Helping in the library – reading stories, repairing books, preparing displays etc;
- At home through assisting with homework or reinforcing and extending skills and knowledge taught in the classroom such as reading, mathematics or research activities; and
- Being a member of the school P & C or School Board and/or actively supporting the initiatives and events that are promoted by the school.

ETHOS AND PURPOSE



We are committed to ensuring that all of our students develop the knowledge, skills and confidence to achieve their individual potential, build strength of character, find their place in and contribute to society and to establish the foundations of lifelong learning.

The following principles underpin the delivery of the curriculum in each of the learning areas:

- We are committed to developing high standards of academic achievement, particularly in literacy and numeracy;
- We plan and implement developmentally appropriate programmes to ensure that student learning is optimised;
- We encourage each person to achieve their personal best in all undertakings and to acknowledge, respect and celebrate the efforts of others;
- We are committed to developing authentic relationships between children, parents and staff based on care, mutual respect and open communication;
- We recognise and value each person's uniqueness and encourage their individuality;
- We appreciate and respect cultural and religious difference and are committed to developing attitudes which support harmony in our multicultural society;
- We encourage each child to self reflect and actively participate in decisions about their learning, the way they conduct themselves and how they work with others in our community;
- We see ourselves as a community of learners and plan for the broad and continuous learning of both children and adults.
- We encourage each person to develop critical thinking, creative imagination and interpersonal skills across the different domains; and
- We offer a safe environment where each person has fair access to the available resources.





STAND TALL

Stand Tall is a whole of school philosophy defining behaviours and virtues that students, staff and parents at Beeliar Primary School observe. Stand Tall is the way we carry ourselves with pride and strength of character as we learn and play at school and interact with the community. It is the way we treat each other with respect, being a responsible citizen who shows consideration and compassion to others and the environment.



OUR MORAL PURPOSE

Our purpose is to empower students to reach their potential and strive for academic excellence, to Stand Tall in the face of life's challenges, to successfully contribute to society and to find purpose, meaning and happiness in life.

PURPOSE		MEANING	HAPPINESS
EDUCATIONAL EXCELLENCE 	CITIZENSHIP 	EMPOWERMENT 	SPIRIT 
<p>We set and expect high standards for our students and encourage them to achieve their personal best</p>	<p>We create an environment of belonging and being part of a community that values each individual</p>	<p>We actively teach and foster self-efficacy encouraging our students to have the courage to celebrate their individuality and know their self-worth</p>	<p>We nurture our students to show compassion and kindness to each other. We inspire them to be joyful and treat each other with respect</p>



Beeliar
PRIMARY SCHOOL

BEELIAR PRIMARY SCHOOL CODE OF CONDUCT

1. BE PREPARED

We show this in the following ways:

- Having our equipment readily available at the commencement of all lessons. This includes pencils, rulers, pens and homework;
- Ceasing games or other activities and moving directly to rooms when the bell sounds;
- Being punctual to school in the morning;
- Leaving personal valuables and games at home.

2. BE COURTEOUS

We show this in the following ways:

- Listening when someone is speaking and not interrupting;
- Being pleasant to, and about, others;
- Walking around people who are talking
- Knocking and waiting before entering a classroom or office; and
- Greeting each other and showing good manners toward everyone

3. RESPECT THE RIGHTS OF OTHERS

We show this in the following ways:

- Respecting other people's property;
- Only using sport equipment at recess or lunchtime;
- Only enter a classroom when a teacher is present;
- Eating in the eating areas around our blocks or on the grassed area outside the canteen and art room. We don't walk around the school eating food;
- Not playing in the toilets; and
- "Standing Tall" at school assemblies and when representing Beeliar Primary School.

4. LET OTHERS LEARN

We show this in the following ways:

- Not calling out in class – we put our hands up to make a request;
- Moving around the school quietly. Verandahs and outside of classrooms are **quiet** areas; and
- Following library rules.

5. ACT IN A SAFE AND CARING MANNER

We show this in the following ways:

- Walking in all inside and covered areas and on paths and verandahs;
- Wearing our school uniform and shoes;
- Always wearing our hats when playing or involved in outside activities
- Not leaving school grounds without permission;
- Walking our bikes, skateboards and scooters in school grounds; and
- Not loitering around the school after school hours and reporting damage or vandalism.

TEACHING AND LEARNING PROGRAMMES



The school curriculum is based around eight learning areas - English, Mathematics, Science, Humanities and Social Sciences, Technologies, Health and Physical Education, the Arts and Languages (Italian). Teaching and learning programmes are developed to ensure that our students work toward achieving the major Curriculum. As such, we seek to ensure that students:

- Use language to understand, develop and communicate ideas and information and interact with others;
- Select, integrate and apply numerical and spatial concepts and techniques;
- Recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others;
- Select, use and adapt technologies;
- Describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions;
- Visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options;
- Understand and appreciate the physical, biological and technological world and have knowledge and skills to make decisions in relation to it;



- Understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia;
- Interact with people and cultures other than their own and are equipped to contribute to the global community;
- Participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others;

- Value and implement practices to promote personal growth and well being;
- Are self-motivated and confident in their approach to learning and are able to work individually and collaboratively; and
- Recognise that everyone has the right to feel valued and be safe and in this regard, understand their rights and obligations and behave responsibly.

EARLY CHILDHOOD (KINDERGARTEN AND PRE-PRIMARY)

The school has purpose built Early Childhood facilities to cater for the needs of Kindergarten and Pre-Primary students. More information about eligibility and starting ages for Kindergarten and Pre-Primary is available from the office.

The Pre-Primary programme is full time (5 days per week) and the Kindergarten programme runs 5 days per fortnight. More information on the days when these programmes operate is available in the Kindergarten and Pre Primary Handbooks.

During early Term 1 a transition programme operates for Kindergarten children meaning they do not attend their programmes full-time until week three of the term. The details of this programme are in the Kindergarten parent information package.

PRIMARY EXTENSION AND CHALLENGE (PEAC)

Each year identified students are selected to attend the PEAC programme. The students are identified in Year 4 through testing done each year. Students who participate in this programme are provided with opportunities to enhance and extend their academic talents and interests. For more information please contact school administration.

School based programmes and individualised planning, where appropriate are also available to support talented and gifted students in our school.

LANGUAGES

All children from Years PP - 6 participate in an Italian Language Programme. Italian has been implemented in the school since its commencement.

THE ARTS



Beeliar Primary School has a strong Arts focus with the school boasting two specialist teachers in the subject area. The school has a Visual Arts (PP-6) specialist with artwork being displayed in exhibitions throughout the year and a Music Specialist (PP-6). Performances and/or exhibitions of the children's work alternate each year. There is a Senior Choir which performs at school and in the community at festivals. Guitar is offered to students in Years 5 and 6 through the School of Instrumental Music (SIMS).

Staff at Beeliar also have wide ranging skills in the Arts area and often collaborate to integrate their content into other subject areas. The Arts program builds confidence in the students and the creative and imaginative processes developed in the Arts programs at Beeliar allow our students to problem solve and think 'outside of the square'.

PHYSICAL EDUCATION

All students from Pre-primary to Year 6 participate in weekly Physical Education lessons provided by our specialist teacher. The emphasis of the programme is the development of fundamental movement and game skills. Students have opportunities to display their skills and talents through carnivals and interschool competitions. Parents can assist greatly by ensuring their children are dressed appropriately for physical activities.



IN-TERM SWIMMING

Department of Education swimming classes will be available for all children from Pre-primary to Year 6 during the year. The school takes the strong view that all students should attend unless medically unfit to do so as we regard in-term swimming as an important part of our Physical Education programme. Times for swimming can vary and lessons are held at the South Lakes Leisure Centre.

EXCURSIONS AND SCHOOL VISITS

Throughout the year children will participate in a number of excursions to places of interest that compliment the learning programmes which occur in the classroom. **Children are not permitted to go on excursions without full school uniform including the school hat.**

All trips and visits are educationally based and as such children are strongly encouraged to participate. Parents will be given ample notice of coming events and are asked to return the signed permission slip by the due date.

STUDENT SERVICES

STUDENTS AT EDUCATIONAL RISK (SAER)

The school has a comprehensive approach for students who may require additional support in developing the academic, social or emotional skills required to be an active and effective member of the community. A focus on early identification for students who need individualised support in one or more areas of development is part of the school's policy for students at educational risk (SAER). Strategies to support identified students include individualised education plans, the implementation of relevant teaching and learning strategies and ongoing monitoring of student progress.

Parents and caregivers are encouraged to be involved in all aspects of their child's development and are an essential part of supporting students to achieve their full potential. If you are concerned about your child's progress at school please contact the class teacher and/or the school's student services team.

Beeliar Primary has an extensive student services team and includes the following staff members:

- Student Services Manager – Daniel Mort (Deputy Principal)
- Stand Tall Coordinator – Tracey Rick
- School Psychologist – Maria Scaramella
- Chaplain – Vaughan Willis
- Aboriginal Education Officer – Marie Lynden

STUDENT ACKNOWLEDGEMENTS

HONOUR CERTIFICATES / AWARDS CEREMONY

Honour certificates are issued to children – usually one or two per class, at each assembly (see Term Planner). Children receiving the certificate are recognised for excellence, achievement and/or citizenship. Certificates may also be given by specialist teachers.

In addition to the Honour certificates presented at assembly, major school awards are presented to students at the end of year awards assembly. Each teacher nominates one child for an award based on criteria including achievement, citizenship and/or effort. Specialist teachers also present awards. The criteria which are considered include:

Achievement and Effort

- Demonstrates significant gain in academic achievement
- Consistent application towards completing tasks
- Actively seeks to improve current performance

Citizenship

- Demonstrates a genuine care and respect for others
- Actively contributes towards creating a positive classroom and school

Students are also recognised through in-school meetings for their efforts in demonstrating the Virtue of the Month that is part of the school's Stand Tall program.

The Beeliar Primary School P & C and Cockburn Cement sponsor scholarships of \$300 which are awarded to Year 5 students and which support their education in Year 6. The scholarships are awarded according to criteria and include active citizenship, good conduct, academic, sporting, and artistic endeavour and preparedness of the students to be worthy ambassadors of the Beeliar Primary School Community.

ASSEMBLIES

Assemblies are held at 2.00pm on Monday afternoons once per fortnight. The dates of assemblies are published on the term planner which is on the school website and the school communication app "Flexibuzz". During each assembly, class items, displays, reports, plays and musical items are presented. Honour certificates are awarded to various children for their efforts or contributions in class. All parents and friends are welcome to attend.

MANAGING STUDENT BEHAVIOUR

The school's behaviour management policy is focused on encouraging positive student behaviour and a safe work and learning environment for our students and staff. The policy is based upon proactive approaches, logical consequences and non-punitive methods of dealing with inappropriate behaviour.

This system focuses on developing individual responsibility and self-regulation. We aim to teach students to make responsible choices and follow frameworks of acceptable behaviour within the classroom and in the playground.

The aim at the school level is to continually develop cooperation among students and to promote behaviour management in a wider context. Recognition will be given to students who constantly follow school rules and contribute positively to the school.

Each teacher is responsible for developing a class code of conduct which outlines expected behaviours within the classroom. The class policy identifies fair and consistent ways by which safe and positive class environment is established and in which students can learn and teachers can teach.

OUR BELIEFS ABOUT MANAGING STUDENT BEHAVIOUR

People are of Value

This means that our behaviour or actions respect the dignity of all individuals and when correcting people we find the behaviour unacceptable whilst accepting the individual.

Prevention is Better than Cure

This means that it is more effective and constructive to use positive strategies to teach appropriate behaviour rather than to only react with sanctions to inappropriate behaviour.

People are Responsible for Their Own Behaviour

This means that we do not excuse poor behaviour. We are consistent in encouraging children who choose to behave in accordance with our school code of conduct and in applying consequences to children who choose to behave inappropriately.

People Develop at Different Rates

This means that children in different years at school accept different degrees of responsibility.

RIGHTS AND RESPONSIBILITIES

A school is about people and the relationships that are built between them and the quality of the relationships that are built between them. The quality of the relationships formed between staff, students and parents reflects the atmosphere of the school.

The following table outlines the rights and responsibilities of all school community members to help build the understanding and respect necessary for a healthy and positive learning environment.

STUDENT		TEACHER/STAFF		PARENTS	
Rights	Responsibilities	Rights	Responsibilities	Rights	Responsibilities
A learning environment that is well ordered, peaceful, safe, non-threatening and conducive to learning.	Display conduct that supports a peaceful and orderly learning environment.	Establish optimal learning environments.	Establish and maintain effective learning environment in accordance with Dept. of Education and school policies.	A learning environment for their child that is well ordered, safe, peaceful, non-threatening and conducive to learning.	Be interested in your child's schooling. Support the school in the implementation of the Code of Conduct.
A caring, well prepared teacher who provides an effective learning environment.	Recognise and respect the rights of all individuals in the school community.	Expect behaviour from students that contribute to their growth.	Adopt a caring, professional attitude and fair approach in dealing with students.	A caring, well prepared teacher who provides an effective learning environment for their child.	Support the teacher in their efforts to develop your child's social and emotional skills and behaviours.
Choose how to behave with full understanding of the consequences that automatically follow their choice.	Follow the School Code of Conduct and consider the rights of others.	Ask and receive help and support from colleagues and parents.	Inform, involve & support students, parents & colleagues in resolving conflicts and issues.	To have expectations of behaviour and resulting consequences fully explained to their child.	Help your child be responsible for his her own behaviour. Reinforce the behaviours expected at school with your child at home.

ANTI BULLYING POLICY

The school adopts a no tolerance approach to bullying and is proactive in addressing issues with students when it is established that bullying has occurred. It is important that when incidents are reported that consideration is given as to whether it is a “one off” act of aggression or part of a series of behaviours, which could be considered as bullying.

What is bullying?

School bullying is repeated and **deliberate** psychological, emotional and/or physical harassment of one student by one or more students at school or in transit between school and home, or on the internet

Bullying Roles

Bullies – Often defiant and impulsive, some bullies are also popular and are able to exert power, in a number of negative ways, against their victim/s. They show little remorse and often interpret actions and words as hostile. They think lying or threatening others “not to tell” can keep them out of trouble, and see little need to follow rules or take blame.

Victims – Passive loners make classic victims, especially if they show emotion. They lack self defence skills (physical or verbal) and aren’t able to dodge conflict through strategies such as humour, thinking quickly on their feet or feeling empowered enough to share what is happening to them with others. About 10% of victims are provocative victims – i.e. restless children who tease and are easily emotionally aroused.

Bystanders - Other children, who make up the majority, but support the bully by allowing them to exert their power. This can be watching bullying happen without telling the bully to stop or by “egging on” and encouraging the bully. They are quick to offer compromises when a bully tries to intimidate them. Bystanders need to be held as accountable for their behaviour as the bully. Bystanders can be very effective in disempowering bullies if they are encouraged to break the “code of silence” which bullies often put in place through threats of making things worse if the victim or bullies tell someone about what is happening.

Types of bullying behaviour

Behaviours, that when repeated on a number of occasions can be considered as bullying, include:

- Deliberate exclusion from activities;
- Spreading rumours;
- Unwanted touching, hitting, teasing, abusing or mocking;
- Putdowns;
- Hiding someone’s property;
- Writing nasty notes;
- Name calling;
- Taking or damaging a person’s property;
- Making hurtful and racist comments;
- Criticising religious beliefs and practices;
- Negative comments on social/family background;
- Intimidation or threatening behaviour; and
- Deliberately excluding someone from a group or game.

Strategies to address bullying

Child	School	Parent
<p>Try not to retaliate by becoming physical or verbal yourself.</p> <p>You could try to ignore the bullying. If you show you are not upset the bully may stop.</p> <p>Walk away quickly and confidently from a group of bullies.</p> <p>Try being assertive – speak firmly. Tell the bully you don't like it.</p> <p>Establish a supportive friendship group.</p> <p>Avoid being alone in places where bullying happens.</p> <p>Speak to someone about bullying if it is happening to you or you see it happening to someone else. The bully's power need to be taken away by telling someone you can trust and who is able to help you stop the bullying.</p>	<p>Increase staff knowledge and awareness of bullying issues:</p> <ul style="list-style-type: none"> • Staff meetings; and • PD. <p>Ongoing refinement and review of policy.</p> <p>Explicit class lessons to address bullying issues.</p> <p>Implementation of Friendly Schools and Values Education programmes.</p> <p>Address bullying issues at class level, cluster level and whole school level at a point of need.</p> <p>Follow the classroom and playground support system for resolution of a problem.</p> <p>Take reports of bullying seriously and investigate students' claims.</p>	<p>Listen to your child and make it clear that it is not their fault.</p> <p>Talk to the school. Find out about the school's policy and possible action.</p> <p>Help your child develop and implement positive strategies to deal with bullies. Please note - an "eye for an eye" approach usually makes things worse.</p> <p>Look out for the signs such as unwillingness to attend school, decline in academic performance, loss of self-confidence.</p> <p>Do not think that advising the school makes you or your child look like a "dobber". The power of the bully is taken away when they know that people who can do something about bullying (i.e. a member of the school staff) are going to be informed and act when bullying happens.</p>

ATTENDANCE OF STUDENTS

ARRIVAL TIME AT SCHOOL

Due to issues related to duty of care and the supervision of students, parents are advised that students should not arrive at school before 8.35am. If arriving prior to this time, students are required to wait in the covered area adjacent to Block 2 until 8.35am, at which time they can make their way to their class to prepare for the day.

8.35am	-	8:50am	Students arrive
8.50am	-	11.00am	Learning session
11.00am	-	11.25am	Morning recess
11.25am	-	1.25pm	Learning session
1.25pm	-	2.00pm	Lunch time
2.00pm	-	3.00pm	Learning session

ABSENCES AND LATE TO SCHOOL

To comply with the Education Act (1999), a written explanation is required for each and every absence from school. As part of the school's legal responsibilities, notes are kept on file by classroom teachers. It would be appreciated if parents would notify the school in advance of foreseeable extended absences

from school. You can also advise the school of absences, appointments etc via our communication app – Flexibuzz - which is free to download to your mobile device or you can register at www.flexibuzz.com.au.

When an absence is due to long term sickness, parents may wish to contact their child's teacher to discuss activities that could be completed at home.

Students who are late to school are required to report to the office where they receive a late pass. Their lateness is recorded to monitor the frequency with which this occurs, and if necessary, to raise the issue with parents. A note should be provided to explain the reason for a student's lateness.

COLLECTING STUDENTS DURING SCHOOL HOURS

For duty of care, and the safety and well being of our students, all parents collecting students from school during school hours are required to report to school administration and have their child signed out of the school. The School Officer will complete the CLEARANCE AUTHORISATION REGISTER. A pass will then be issued to the parent which will be required to be given to the class teacher prior to the student being released into their care.

Students will not be released from the school during instructional time unless they are collected from the school by a responsible and authorised adult.

BEFORE AND AFTER SCHOOL CARE / COLLECTION OF STUDENT FROM SCHOOL BY PERSON OTHER THAN PARENT

If your child attends before and/or after school care or is regularly collected from school by someone other than an immediate family member, we would appreciate you advising the school by completing a form available from the office. This will assist us in ensuring we release your child only to people who have your consent, and/or to provide us with details of carers who we might need to contact.

OUT OF SCHOOL CARE

Out of School Care is provided at Beeliar Primary School by OSH Club before and after school, and during school holidays. Details on how to register your child/ren for this service are available at www.oshclub.com.au.

CHILDREN TRANSFERRING

When children are about to leave our school and transfer to another school, parents are asked to contact us at least a week or more beforehand. This will provide adequate time to enable the staff to ensure that all records, books, medical cards, reports, etc have been completed or checked prior to the child's departure. It also allows us to farewell our students and wish them all the best in their new school.

COMMUNICATING WITH PARENTS

Open and regular communication with parents is considered a critical factor in your child's schooling. This two-way communication ensures that teachers and the school get to know the perspective of parents as well as providing parents with information about the learning programme and their child's progress.

At Beeliar Primary School, we do not consider that the only time we should meet with parents is when there is a problem. Rather, we consider that developing an ongoing rapport between parents and teachers is something that should develop over the course of a year. We encourage you to get to know your child's teacher and to make a time to talk with them about your child.

EMERGENCY CONTACT NUMBERS

Parents are requested to make sure that the emergency address and the phone number registered on their child's Enrolment Form is up to date. If this is done, unnecessary delays in making contact with parents will be averted. If employment or postal details change, please contact the school immediately with the updated details.

CONCERNS

Should there be an issue that is of concern to you, please do not hesitate to contact the school to make a convenient time to discuss the matter. In the first instance, classroom matters should be addressed with the class teachers and if further discussion or follow up is required then a member of the school administration is available to assist. By contacting the teacher early it is often possible to amicably "nip things in the bud".

INTERVIEWS BY ARRANGEMENT

Parents are encouraged to make appointments to discuss their child's progress. If you would like to discuss any aspect of your child's progress, please contact your child's teacher or the office to arrange a mutually convenient interview time. This will enable yourself and the teacher to talk in privacy and in a relaxed setting without the distraction of other parents or children. On some occasions, teachers may initiate an interview with parents. We request that parents do not interrupt classes during lesson time. Approaches to teachers before school to discuss major concerns and issues prior to the start of the day are not encouraged as this is when preparation for the day is being conducted. Any urgent need to see teachers can be arranged through the office. The school administration will be happy to see parents with immediate and urgent concerns.

REPORTING TO PARENTS

In Term 2 a Student Progress Report is sent home to all parents. The report outlines the performance of the student in the first half of the year and the extent to which they are working towards achieving the standards expected of them for their year level. Shortly after the report is sent home, parents are invited to an interview with their child's class teacher to discuss the report and to set goals for the second half of the year.

In Term 3 parents are invited to the school to informally meet their child's teacher, view their child's classroom and/or take part in a learning journey. The purpose of the evening is to give a snapshot into the type of learning that students engage in and kinds of learning outcomes that are focused on at Beeliar Primary School.

A formal written report to parents is provided at the end of Term 4. The report provides information which:

- Indicates the student's overall performance in relation to the learning programme and expected performance for their age in relation to their peers at school and across the state;
- Informs parents of their child's progress in relation to:
 - Achievement and effort.
 - Variation from expected achievement targets in selected learning areas.
 - Personal and social development.

Parents are encouraged to approach teachers for an interview if they wish to discuss their child's achievement at any stage during the year.

HEALTH OF STUDENTS

CARE PLANS

In some instances, students have medical conditions that require a Care Plan to be put in place. This requires consultation with school administrators, staff, parents, school nurse and relevant medical experts. Some of the conditions that may require a Care Plan are severe allergies, where an Epipen is required, severe asthma or epilepsy.

In order to develop a Care Plan the school requires the relevant forms to be completed. These forms are available from the front office.

It is necessary for us to update the information each year to ensure the information we have is current and accurate. Parents are asked to notify the school immediately if their child's Care Plan requires adjustment. Parents who feel their child may require a Care Plan are asked to see staff in the front office.

ASTHMA

Parents of students with Asthma are asked to complete an Asthma Management Plan (available from administration). Teachers of students with Asthma will be notified and have access to this plan. Parents are responsible for updating this documentation each year or more regularly if their child's asthma changes significantly. Parents should ensure their child has an adequate supply of the appropriate asthma medication at school.

MEDICATION

In line with Department of Education policy, staff will not administer medication or oversee students taking their medication, without written parental permission. The Department of Education has clear guidelines in this area and parents are required to fill in documentation, available from the front office, relating to medication that students need to take while at school. Please check at the front office for more details.

FOOD ALLERGIES

We have several students who have severe food allergies. This is a growing issue for many schools, as the incidence of food allergies in the general community has increased significantly over the last few years. The most common food allergies are peanuts, tree nuts (walnuts, almonds, cashews etc), cow's milk, soy, seafood and eggs. The symptoms of food allergy range from mild to life-threatening and anaphylaxis is the most severe form of allergic reaction.

What is our school community's responsibility?

It basically comes down to a shared sense of *duty of care*. This means that we need to make every reasonable effort to minimise the risk of exposure to known allergens within the school environment. School staff, the parents of the student with the allergy, parents of the student's classmates, the student themselves and their peers all have responsibilities in ensuring the risk of an allergic reaction is minimised. We also need to make sure we manage this issue in a sensitive and appropriate way.

How can we minimise the risk?

With respect to nut allergies, we would like to be a 'nut friendly' school. It is hard for us to be 'nut free' due to the widespread use of nuts, but 'nut friendly' schools, **where the school minimises the risk of exposure by removing high risk foods**, is certainly achievable. It is unreasonable to expect foods labeled "may contain traces of peanuts and/or other nuts" to be removed entirely from the school and school canteen. However, labels should be read to check that peanut/nuts (or the particular allergen that is an issue in your school) are not a listed ingredient.

Practical strategies for parents to assist Beelias being a “Nut Friendly School”

- Do not to place high risk foods to school in your child’s lunch box.
- Regular discussions with children about the importance of eating their own food and not sharing.
- Ideally lunch for an allergic child should be prepared at home.
- Bottles, other drinks and lunch boxes should be clearly labeled with the name of the child for which they are intended.

FIRST AID

Staff expertise and regulations limits provision of assistance to students beyond basic first aid. The general procedure is to assist a child to become comfortable, treat the injury and where possible return the child to class. Following the practice of erring on the side of caution, if the injury or illness is deemed to be beyond minor first aid, the emergency contact will be called. It is most important that parents ensure that **EMERGENCY CONTACT NUMBERS are kept up to date** and that they have someone available to collect their child from school.

ILLNESS

We have limited facilities for diagnosing or treating illnesses at school. For the safety and health of your child, other students and staff, parents are asked not to send unwell children to school. When children do become ill, every effort will be made to make them comfortable, their condition will be monitored and contact will be made with the parents or the emergency contact. We would appreciate prompt collection of your child in these circumstances.

Upon collection from the school decisions on medical treatment for the child are left with the parent. In extreme situations, it may be necessary for the school to access emergency services to provide immediate treatment to a child.

HEAD LICE

Like any school or place where children are in close proximity to each other, head lice do occur in the school from time to time. Parents are asked to regularly check their children’s hair and to ensure that long hair is kept tied back. The school follows Department of Education regulations and Department of Health advice on the management and treatment of head lice in the school.

Where a case of head lice is reported the student’s parent is advised and requested to commence immediate treatment of the student and other family members using a medicated shampoo that night to remove all live lice and eggs from the student’s hair. Upon commencement of the treatment the student can return to school and their hair is checked, before being readmitted to class. Parents of other students in the class are also advised of head lice being reported and are asked to check their child's hair and if necessary commence treatment.

SYRINGES AND NEEDLES

If a student or parent finds a syringe on school property or on the way to or from school they should inform school administrators. Under no circumstances should a child pick up or dispose of a syringe or needle. Procedures are in place to attend to such an occurrence.

SCHOOL PSYCHOLOGIST

A School Psychologist is available at our school to assist children with issues including learning difficulties and behaviour problems. Referrals to the School Psychologist are made in consultation with parents and a collaborative approach is used to identify issues and implement appropriate strategies to address student needs.

SCHOOL NURSE

Community Health Nurses work in schools to promote healthy development and wellbeing so students may reach their full potential.

A School Level Agreement is negotiated between the School Health Nurse and the Principal to guide service delivery at individual schools.

A major part of their work is focussed on early intervention and the School Entry Health Assessment program (SEHA). This universal screening program is for every child during the first year of school and aims to detect problems with hearing, vision, growth and development plus and any other health and wellbeing issues which are of concern for parents.

Community Health Nurses serve as a health contact point for children, and their families, providing information, assessment, health counselling and referral.

IMMUNISATION

Immunisation programs in our community are designed to keep everyone well and safe, especially those people who are most at risk.

Parents or legal guardians who make a conscious informed decision not to immunise their child should note the following:

- In the case of a Measles or Pertussis (whooping cough) outbreak, Western Australian schools are required by the Department of Health, to exclude students who have not received the appropriate vaccination.

Please make sure your school-aged child is fully immunised and that you have provided a copy of the ACIR immunisation record to the school.

As parents you can ring the National registry or visit www.humanservices.gov.au to check out your child's immunisation status? All you need is your Medicare number. Alternatively, phone 1800 653 809 or email air@humanservices.gov.au

DENTAL THERAPY UNIT (Success Dental 9499 1938)

The School Dental Service provides free dental treatment for school aged children up to and including Year 11 students (or when they turn 17). Many school-aged children take advantage of the excellent treatment the School Dental Service is able to provide. As a result, there has been a dramatic improvement in the dental health of West Australian children. It is important that regular dental examinations are continued throughout high school, even if your child is attending a specialist, such as an orthodontist.

If it has been some time since your child's last dental examination, or you wish to enrol your child in the School Dental Service, please contact your local Dental Therapy Centre. For students already enrolled in the School Dental Service, please ensure that your current address and telephone number are provided to the centre.

Dental screening will occur, throughout the year, for students in Pre Primary, Year 3 and Year 6.

SAFETY OF STUDENTS

BICYCLES / SCOOTERS / SKATEBOARDS

Children who ride bicycles to school are reminded to always wear a helmet and observe bicycle safety riding rules. The P & C and school fully supports the Police Service of WA recommendation that children under the age of 10 years should not ride bicycles to school unless accompanied by an adult. By law, children are to wear bicycle helmets. All bikes should be locked securely in the racks provided. Bicycles must be wheeled into and out of the school grounds.

The school does not encourage the use of roller blades, scooters and roller skates as a means of going to and from school.

DOGS ON THE SCHOOL PREMISES

In the interests of student health and safety, dogs whether unrestrained or on a leash **should not** be brought onto the school grounds. Incidents have been reported of dogs, which are placid by nature, reacting adversely when in a situation of lots of noise, movement such as before and after school. We also have in our school students with reported phobias towards dogs and/or who are hyper allergic to dog fur and we appreciate your cooperation with this matter. Please also ensure your dog does not follow your child to school as they become a nuisance and sometimes a danger. Where dogs persistently create a menace the problem is referred to the Council Ranger.

EVACUATION PLAN

The school has an emergency evacuation plan in case of fire, earthquake or bomb threat or other major critical incident. Visitors in the school at the time of an emergency or drill must follow the evacuation procedures and instructions followed by staff and students.

INSURANCE COVER

The Department of Education, excursion venues/operators and transport providers have public liability insurance that covers their liability where it is legally proved that accidents/injuries have been caused through defects in property, equipment or playgrounds, or through negligence on the part of an employee of the Department or the private provider.

Specific personal accident and injury insurance for students whilst at school or on an excursion, camp, visit, etc is not provided. School children's accident insurance cover, the premium of which is paid by the parent, is available from a range of insurance providers. Insurance is not available to replace the loss or damage of personal property belonging to parents or students.

LUNCH ARRANGEMENTS / LEAVING SCHOOL GROUNDS

To ensure that students eat their lunches before becoming involved in other activities, duty teachers supervise designated areas near their teaching blocks for a ten minute lunch eating period when all children are required to be seated.

SMOKING

The school grounds are a smoke free zone and we ask all visitors to refrain from smoking whilst visiting the school and when attending school organised events. As a health promoting school, we believe adults have a role modelling responsibility and as such we also request that you also not smoke in the area immediately around the school especially at drop-off and pick-up times.

SUN SENSE POLICY

After consultation with staff and students, and in line with recommended good health practice, we have a policy, which applies to all children throughout the year. Children may like to leave their school hat at school to ensure that they are adequately protected and able to participate in the school sports programme. We have summarised the policy below.

- We always wear a hat when playing outside.
- We encourage everyone to wear sun block when out in the sun.
- On really hot days we play in the shade and drink plenty of water.

TRAFFIC OUTSIDE THE SCHOOL

The morning drop-off and afternoon pick-up are times of congestion of cars, bicycles and children on foot. To minimize the risk of accidents, parents are asked to keep the exit points from the school clear and exercise caution when arriving and leaving the school.

Parent parking, dropping off or picking up is **not permitted in the staff car park** in front of the office. This is for safety reasons and is limited to staff and Acrod Permit holders. The service road leading to the canteen is also strictly no parking.

Parent parking and drop off facilities are provided in the top car park on The Grange and the drive through area in front of the ECE Block and Administration Block.

SCHOOL POLICY/GUIDELINES/PROCEDURES

CHILDREN'S PROPERTY

We strongly discourage the bringing of valuables, toys and sporting equipment to school and no responsibility is accepted for loss or damage to students' personal property. If an item is brought in for news, teachers on request may place it in a safe place for the day. Please also ensure that all property such as books, pencils, rulers, etc are clearly named so that lost or mislaid items can be returned to owners.

FACTIONS

Students belong to one of four factions which were named ships which sank in local waters – Cambria (Green), Maranda (Red), Edina (Gold), and Amelia (Blue). Children are allocated a faction on enrolment and children in the same family are allocated the same faction. The school office and class teacher are able to advise you of the faction of which your child is a member.

HOMEWORK

Homework helps students to better recall concepts or processes taught at school. In line with the school's expectations, each classroom teacher has their own approach regarding homework and this will be shared with you in the teacher's classroom policy. Homework focuses on the revision of concepts covered in class or the reinforcement of work already completed. There may be times when your child will require assistance; however they should be able to complete most tasks independently. Teachers have an expectation that homework will be completed. The school will inform you through a note to reinforce this commitment. If you have any queries regarding homework please arrange a time to speak with the teacher.

INFORMATION TECHNOLOGY

The school has access to excellent information technology resources with quality networked computers and appropriate software to assist students and staff to enhance learning and teaching across the

curriculum. All computers throughout the school have Internet connection and students enjoy ready access from their classroom through the provision of computer pods.

Internet

Access to the Internet and sharing information electronically provides the potential to greatly enhance the educational opportunities of our students. The Internet is a means of bringing the world around us into classrooms. To avoid misuse and to outline measures taken if there is unintended exposure to inappropriate material, the school has an Internet Policy, which is consistent with the Department of Education's 'Internet Usage, Policy and Guidelines'.

This policy provides guidance for teachers, students and parents. We require parents to read the policy and give consent for their child to be able to access the Internet resources of the school in an appropriate manner. The school Information Communications & Technology (ICT) Coordinator is available to clarify any aspects of the policy.

LOST PROPERTY - CLOTHING

Any lost property is placed in the lost property bin at Block 3. Children are encouraged to be responsible with belongings and named articles will be returned to owners. **Please name all articles clearly.** Items not claimed at the end of each term are forwarded to charity.

MOBILE PHONE - USE BY STUDENTS

Mobile phones are an expensive item that the school cannot be responsible for and, if used inappropriately, are an unnecessary distraction to student learning and school operations. Mobile phones are not permitted to be brought to school except for reasons such as:

- The student catches a bus to and from school;
- The student has childcare or after school arrangements that requires them to be in communication with their parents; and
- For specific reasons as discussed and agreed to between the parents and school administration.

If a parent wishes their child to have permission to have a mobile phone at school, they need to complete a form available from the school administration.

MONEY FOR CLASS ACTIVITIES / EXCURSIONS / INCURSIONS

If the upfront option has not been paid at the beginning of the year, it will be necessary for you to forward money to the school. Please enclose the correct money in the envelope provided. Please note that money is to be placed in the boxes **as the front office.**

STUDENT REQUIREMENTS

LIBRARY BAGS

Each child is expected to bring to school a cloth bag in which library books may be carried home. The popular size for these bags is 35 cm x 45 cm with a handle or a drawstring. Children will be notified of their library borrowing day. Bags are required for the protection of library and reading books. Children will not be allowed to borrow schoolbooks without this protection.

SCHOOL BAGS

School bags of suitable size are very necessary equipment to protect books and materials carried to and from school. These should be clearly labelled with your child's name.

STUDENT EQUIPMENT

The school provides most textbooks, reading materials, workbooks, art materials, mathematics and science equipment to run the educational programmes in the school. Parents are expected to provide consumable items such as pens, pencils and stationery that need to be regularly replaced. The school operates a booklist service for the following year which is sent home in November and parents may place their order through the school. New families will be provided a copy of the book list on enrolment.

SCHOOL UNIFORM

The wearing of school uniform is promoted to encourage school pride, portray a positive image of the school and provide convenience for parents. It also gets children to recognise that, within the community there are expectations about how we dress for certain situations – e.g. work, school, formal functions or play.

Children on class excursions or who represent the school in groups such as the choir, sports teams and/or school ambassadors must be properly attired. The P&C operate a uniform shop outside the staffroom which is open Thursdays from 8.30am-9.00am.

Whilst the Education Act does not make the wearing of school uniform in a government school compulsory, schools are encouraged to develop with their community a dress code for students and to promote this policy. Staff and parents have developed a dress code for Beeliar Primary School, which is detailed below. There is a very strong shared commitment that wearing school uniform is an expectation in our school.

Beeliar Primary School – Dress Code

CLOTHING ITEM	ACCEPTABLE	NOT-ACCEPTABLE
Polo Shirts	School shirt with logo Plain jade green shirt	Non-school coloured shirts Shirts with stripes/patterns Long sleeve shirts worn under school shirts instead of jumpers
Pants	Navy pants Navy shorts Navy tracksuit pants Navy cargo pants	Non-navy coloured pants Pants that catch under shoes Jeans Wearing lycra leggings that show below skirts/shorts
Skirts / Dresses	Navy School check patterned dress	Non-school coloured skirts/dresses
Jumpers/Windcheaters/ Jackets	Navy hooded jacket or jumper with school logo	Non-school logos, stripes or patterns Non-navy windcheater / jacket Bulky jacket (students will be asked to remove during class)
Shoes	Covered footwear – sneakers or school shoes Sandals – enclosed with strap at back Sneakers / runners required for Physical Education / Sport	Thong style Backless High heels Ugg boots
Hats/Scarves	School hat with logo to be worn at PE and recess/lunch all year	Beanies Scarves not be worn in class or at assembly
Jewellery	Earring studs only	Dangling or large sleeper earrings Chains on pants Long or large chains around neck or wrist
General		Any item, logo, language symbol or jewellery which is offensive or promotes an inappropriate or gang image

PARENTS AS PARTNERS

SCHOOL BOARD

The School Board enables parents and members of the community to engage in activities that will enhance the education provided by the school.

The functions of every School Board in a government school are to:

- Take part in:
 - Establishing and reviewing the school's objectives, priorities and general policy directions;
 - Financial planning to support the above;
 - Evaluating the school's performance in achieving these; and
 - Formulating codes of conduct for students.
- Promote the school in the community.
- Determine, in consultation, a dress code for students.
- Approve:
 - Charges, contributions and fees;
 - Optional components of the school's educational programme;
 - Items for personal use of the educational programme; and
 - Advertising and sponsorship arrangements.

Composition of the Board

Our School Board consists of the following members:

- Principal;
- School representatives nominated by and voted for by school staff; and
- Community representatives nominated by other parent members of the community or the P & C.

Parents and community members form a majority on the School Board.

How the School Board communicates with the whole school community

It is the role of the elected School Board community representatives to report on any issue of importance. Minutes of School Board meetings are available to all interested parties and major outcomes or points of discussion are shared through the school newsletter. The school community can also become involved by:

- Nominating for election to the School Board at the beginning of each year, or by attending the public Board Meeting held once a year.

Any decisions made and approved for policy documents may be viewed by parents. These are kept in the office and parents are welcome to view them at any time.

PARENTS' AND CITIZENS' ASSOCIATION

The objectives of the Beeliar Primary School P & C Association are:

- a) Foster community interest in education;
- b) Promote closer liaison between school and the community; and
- c) Assist in the provision of school amenities.

The P & C Association is a vital group of dedicated parents who achieve much throughout the course of the year. The satisfaction to be gained in supporting the school repays many times over the costs of time and effort.

Meetings are held at 7.00pm on Tuesdays twice per term in the school staffroom. Meeting dates are advertised in the school newsletter and on the school website. New parents are always welcome to attend and establish new friendships and share experiences or new ideas. The P & C membership levy is \$1.00 per family.

CANTEEN – CONTACT NUMBER (9437 6594)

The school canteen is open Wednesdays to Fridays for lunch and recess. Lunches can be ordered at the canteen directly or parents can order online through Flexi Schools (www.flexischools.com.au). Menus are available on Flexibuzz, the school website or can be obtained from the office. We are always in need of parent assistance and it is a fun way to get to know other parents and be involved in the school.

Please ensure the student's name and TA number are clearly written on the order bags. Payment must accompany the order as the canteen cannot extend credit. Any volunteers for the roster or parents with inquiries about the canteen can contact the canteen manager on 9437 6594.

SCHOOL COMMUNICATION APP - FLEXIBUZZ

Beeliar Primary School has a school communication app, Flexibuzz. Flexibuzz is used to notify parents/carers of information happening at the school by pushing notifications to you in a discrete way to your smart devices. This is our preferred method of communication. For more information please refer to the school website <http://beeliarps.wa.edu.au/tiqbiz-school-communication-app/>



BEELIAR PRIMARY SCHOOL Site Plan

