



BEACONSFIELD
PRIMARY SCHOOL



**Parent
Information
Handbook**



Considerate | Courageous | Community



Principal's Welcome

Welcome to Beaconsfield Primary School

My name is Anthony Edwards, and I am proud and privileged to be the Principal of Beaconsfield Primary School

I would like to extend a warm welcome to all parents, families and most importantly students. Our school is not just a place for learning but a unique community where everyone's talents, passions, and individuality are celebrated and nurtured.

At Beaconsfield Primary School, we are committed to providing a safe, supportive, and inclusive environment where every student can thrive academically, socially, and emotionally. Our committed staff are passionate about inspiring curiosity, fostering critical thinking, and promoting lifelong learning in every child as we aim to prepare our students for a future world that we know very little about.

We believe in the power of collaboration between home and school to ensure the success of our students. Together, we can create a positive and enriching educational journey for every child. Your active role as a parent at Beacy is vital in ensuring your leaves Primary School ready to take on their next stage in education.

We are all extremely lucky to be a part of such a unique and diverse school. We have students on our campus at Rottnest Island who enjoy an idyllic island lifestyle. In addition, we have a number of students in our Intensive English Centre who we welcome from diverse backgrounds. This environment fosters a culture of inclusivity and acceptance that sets our school apart from any other school.

Beaconsfield Primary School is truly student centred. This ideology is shared by all staff, and students know that while they are here, they are the most important people inside our gates. Our school is designed to adapt and evolve to meet the needs of our students because we believe every single Beacy kid is perfect just the way they are, and our job alongside families to help them become the best version of themselves.

Anthony Edwards

Principal



Contact Details

Phone Number	(08) 9432 1000	
Postal Address	5 Hale Street, Beaconsfield WA 6162	
School Email	beaconsfield.ps@education.wa.edu.au	
Website	beaconsfieldps.wa.edu.au	
Principal	anthony.edwards2@education.wa.edu.au	
Deputy Principals	tamara.trees@education.wa.edu.au kyle.oakley@education.wa.edu.au	
IEC Deputy Principal	ceri.page@education.wa.edu.au	
Manager Corporate Services	Jacqueline.scott@education.wa.edu.au	
Dental Therapy Centre	9335 8758	
Compass	Download via the App Store or get it with Google Play	
Facebook	Search for 'Beaconsfield Primary School, WA'	
Rottnest Campus	9372 9100	14 Kelly Street, Rottnest, WA, 6161

School Hours

Timetable	Pre-Primary to Year 6 (Mainstream)	Kindy
Classrooms open	8:30am	8:30am
School starts	8:50am	8:50am
Recess	11:00 – 11:30am	10:00 – 10:30am
Eating Lunch	1:30 – 1:40pm	12:15 – 12:45pm
Playing Lunch	1:40 – 2:00pm	12:45 – 1:15pm
School finishes	3:00pm	2:50pm

Collection of students at the end of the school day

Students must be picked up by parents or an approved person promptly at 2:45pm (Kindy) or 3pm (Pre-Primary to Year 6). Parents should let class teachers know if they give permission for their child to meet them at a designated meeting place, or if walking home by themselves. Alternate emergency contacts will be contacted, if a student is not collected at these times.

Year 1 – 6 (Intensive English Centre)	
Buses Arrive	8:30am
School starts	8:30am
Recess	11:00 – 11:30am
Eating Lunch	1:30 – 1:40pm
Playing Lunch	1:40 – 2:00pm
Buses Pick-Up	2:45pm

The School Office is open on weekdays from 8:00am to 3:30pm.

School Term Dates
Please see our school website for the most up-to-date term dates. www.beaconsfieldps.wa.edu.au



Governance

School Administration and Leadership Team

The School Administration and Leadership Team guide the school operations.

The team is comprised of the Principal, Business Manager and Deputy Principals. All final decisions rest with the Principal, who is responsible for:

- The educational leadership, operation and management of the school
- Delivering education programs that meet the needs of students and are in accordance with requirements of the Curriculum Council Act 1997;
- Ensuring the safety and welfare of students on school premises, and away from the school premises but on school activities, so far as can be done reasonably;
- Ensuring appropriate standards of academic and non-academic achievement;
- Articulating how the financial and human resources will be used to deliver the educational program;
- Developing a workforce plan encompassing future needs; and
- Compliance with all legislation





The School Board

The responsibilities of the School Board are to:

- Establish and review the school's objectives, priorities and general policy directions
- Plan financial arrangements necessary to fund those objectives, priorities and directions
- Evaluate the school's performance in achieving those objectives, priorities and directions
- Formulate codes of conduct for students at the school
- Take part in the selection of (but not the appointment of) the school principal
- Provide advice on charges, contributions and costs determined by the principal to be paid for the provision of materials, services and facilities, and participation in an extra cost optional component of the school's educational program
- Promote the school in the community
- Liaise with other groups/committees associated with the school e.g. the Parents and Citizens' Association
- Hold at least two (2) meetings per year, that are generally open to the public

The School Board does not:

- Manage the day to day running of the school
- Discuss individual issues relating to teachers, staff or parents- these are the responsibility of the principal
- Represent specific interest groups, or permit special interests to dominate the agenda of the Board
- Intervene in the educational instruction of students; or
- Performance manage the Principal or any staff member.

Please note: Comprehensive School Board training is provided for School Board members. We value your input and will guide you through the process.

The current School Board is made up of 12 members; six parent representatives, four staff members, including the Principal, and two community representatives.





Beacy P&C (Parents and Citizens Association)

The Beaconsfield Primary School Parents and Citizens Association provides parents with an opportunity to learn about the school's policies and programs; organise ways in which parents can share in shaping and developing school policies; bring parents together to share information and views; and assist the school in building positive engagement with students.

The objectives of a P & C Association are to promote the interests of the school through:

- Cooperation between parents, teachers, students and members of the general community;
- Assisting in the provision of resources, facilities and amenities for the school or schools; and
- The fostering of community interests in educational matters.



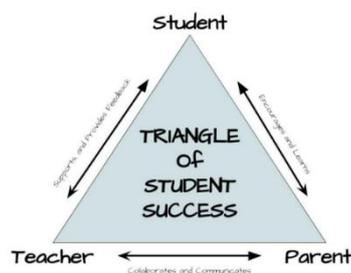
You can contact the P&C at beacypandc@gmail.com



Communicating & Engaging with the school

Valuing Communication

The Staff at Beaconsfield Primary School value positive partnerships with parents and carers and the school community. We will continue to provide opportunities for parents and carers to connect and communicate with the school. A connected network of digital mediums enhanced by various opportunities to engage face-to-face will enhance the valuable two-way communication that is necessary between parents and carers and the school. We encourage all parents and carers to be strong partners in their child's education and encourage you to be involved in school activities.



Details of specific parent and community engagement events and activities will be communicated via Compass and notes from teachers.

Our communication to you

- **Face-to-face**– This may be informal or formal depending upon the nature of the conversation to be had. For formal conversations (eg: student progress, Documented plans) a mutually agreed time and date should be discussed prior to the meeting so that all parties prepare as required.
- **Compass** - Download the 'Compass School Manager' app for iOS and Android from your app store for mobile devices. Search 'Compass education' in a web browser for desktop computers. When searching for our school, ensure you are selecting 'Beaconsfield Primary School (WA)'. To login to Compass use the username and temporary password provided by us upon enrolment.
- **Facebook** – To celebrate all the amazing things your children do, with parental consent, we will post to our 'Beaconsfield Primary School, WA' page
- **Email** – For more child-specific information (such as Merit Certificates or Documented Learning Plans), Beaconsfield Primary School will keep parents and carers informed. Similarly, parents and carers can notify the front office or teachers of planned absences (eg: Holidays, appointments)
- **Phone** – Usually for urgent matters regarding medical or behaviour issues
- **Notes/Letters** – For specific events that may require permission requests or payment
- **Website** – www.beaconsfieldps.wa.edu.au





The Parent Concern Process

Beaconsfield Primary is a vibrant community with many staff and students actively learning and interacting with one another on a daily basis. From time to time, it is natural for parents to develop some concerns. It is important to the school that parents feel they can be listened to and have their concerns addressed in a timely manner.

The following describes the process for working with the school on concerns:

1. Parents should discuss the issue of concern with their child, ensuring they have as much information as possible. Once this has been done it may be possible for the problem to be solved by providing the child with appropriate advice or direction.
2. Where parents have an ongoing concern, this should always be discussed with the classroom teacher (or teacher concerned). This can be done by email, letter or phone call or by making an appointment.
3. If an interview with the teacher does not resolve the problem, parents should contact a member of admin (Deputy Principal or Principal). Appointments can be made in the same way as making an appointment with a teacher.
4. If the concern remains unresolved, further action may be sought from the Coordinator, Regional Operations, South Metropolitan Regional Education Office on 9336 9563.

Please note: It is **critical** that the school and parents always work together in a strong and supportive partnership in order to support the best interests of individual children. When this breaks down, children often become confused about the behaviours and attitudes expected of them.





Reporting to Parents

Parent Information Evenings

Beaconsfield Primary School believes assessment and feedback is integral to the achievement of high-quality learning outcomes. We are committed to providing a clear and consistent reporting regime.

Reporting for Kindy to Year 6 includes:

- Kindy Orientation sessions, typically held in Term 4 the preceding year of enrolment
- On-Entry Reporting for Pre-Primary students in Term 1 and select students in Term 4
- Parent Information Sessions for Kindy to Year 6 Parents in Term 1
- Formal reports on a semester basis. The electronically generated reports, provide you with your child's levels of achievement and gives you an accurate picture of performance. They also ensure that they are uniformly presented and as such provide reliable information that is portable to other schools
- National Assessment Program Literacy and Numeracy (NAPLAN) for students in Years 3 and 5. Reports are issued in Term 3
- Open Night. Families are invited to tour the school during our Open Night, viewing your child's work





Enrolment Process

Beaconsfield Primary School is a local intake school catering for families who live within our boundary. Priority is given to students who live within the local intake area, or who have siblings attending the school – however other families are also encouraged to apply, as out of local area admission can occur if there are places available. Priority is given to students who live within the school boundaries.

The first step to enrol your child into Beaconsfield Primary School is to complete an **‘Application for Enrolment’**. Once your child’s enrolment has been accepted, you will then be required to complete our official enrolment documentation.

The school will require evidence of your child’s age and residence when submitting an application to enrol your child. This evidence includes:

- Your child’s birth certificate (original or certified copy) or birth extract or equivalent identity documents
- Immunisation records from the Australian Immunisation Register (1800 653 809)
- Family Court orders (if applicable)
- Medical records where applicable (e.g. asthma, allergies)
- Passport and visa details (if applicable)

It is essential that the information on these forms is accurate and current. All medical information needs to be correct at time of enrolment to enable the school to create an emergency response plan, if required.

Kindergarten Enrolment

Enrolment for Kindergarten will be assessed in Term 3. Western Australia now has immunisation laws that will help to better protect children and the wider community from vaccine-preventable diseases. Schools can only enrol Kindergarten students who provide acceptable evidence of immunisation status, or who are eligible to enrol as an exempt child because of particular family circumstances.

Guidelines for acceptance of Kindergarten enrolments are:

Priority One	Priority Two	Priority Three	Priority Four
Children living in the intake area of the school and have a sibling enrolled at the school for the following year.	Children who live in the intake area of the school but will not have a sibling enrolled at the school for the following year.	Children who live outside the intake area of the school and have a sibling enrolled at the school for the following year.	Children who live outside the intake area of the school but will not have a sibling enrolled at the school for the following year.

Note: If there is more than one child in any of the above categories, priority will be given to children living closest to the school, measured in a straight line from place of residence to the school.



Pre-primary to Year 6 Enrolment

The School Education Act 1999 guarantees a place for every child in the compulsory years of schooling in their local school. Beaconsfield Primary School is designated as a local intake school. As per the School Education Act 1999, parents do have a choice of schooling options. Parents of children not residing within the local intake are invited to complete an Application for Enrolment for consideration by the Principal. Eligibility for entry will be dependent upon positions available within the school.

Students with disability

To provide an appropriate education program, the school may require specific information relating to your child's disability and personal needs to enable the school to make any necessary teaching and learning adjustments. The school may also use the information you provide when applying for specialist resources or services and/or supplementary funding to support your child's education.

Enrolling a student outside their year level

Upon enrolment, students will be placed in the year of study corresponding to their age group. In the public school system, repeating a year is a school-based decision and is usually not considered to be in the interest of maintaining the child's links to the year group. At Beaconsfield Primary School, the principal makes the final decision on which year level the child enrolls in. Decisions about the enrolment of a child into a specific year of schooling will be based on age eligibility, as well as the child's level of previous schooling, achievement levels and identified needs. In making a determination, the principal will consider the academic, medical or psychological evidence that withholding or repeating a student would be in their best interest.

Appeals

If your Application for Enrolment is not accepted, you will be advised in writing. Should you disagree with the school's decision regarding your Application for Enrolment please contact the principal in the first instance. The Coordinator Regional Operations at your Education Regional Office can provide advice if a concern has not been resolved. Information about formal disputes can be obtained from the school, the Education Regional Office or the Department of Education

Rottnest Campus

Enrolments on Rottnest are only available for employees of the Rottnest Island Authority or permanent residents on the island. Families holidaying on the Island are advised that students away from their usual school for an extended period of time may be able to access the following:

- The School of Isolated and Distance Education www.side.wa.edu.au/about/contacts/key-contacts.html
- Obtain classwork enough for the duration of the vacation from your existing school or;
- Apply for Home Education through the South Metropolitan Education Regional Office jane.hoskin@education.wa.edu.au



Student Records/Information

We treat students' welfare as our highest priority, therefore it is important in the case of emergencies that we have the most up to date student and family information. If there are changes of address, telephone numbers, emergency contacts or medical details, please ensure that the school is immediately notified.

Access Rights

Parents and carers are advised that the School Education Act obliges parents to inform schools of any Family Court Orders or other orders which are applicable to their children. A copy of a Family Court Order must be supplied to the school so staff members are aware of family arrangements, restricted access etc. Documentation is required otherwise both parents will have equal rights of access.

Child Health Information Needed at Enrolment

When enrolling your child – our school must sight a copy of each student's immunisation records (AIR History Statement) at the time of enrolment.

A child's immunisation is expected to be up-to-date upon entry to school. These include Measles, Mumps, Rubella, Polio, Whooping Cough, Diphtheria and Tetanus. Immunisations can be obtained from your local GP or through the local Council Clinic.

Emergency Contacts

To assist us in keeping these records up to date, please let us know if any of the following details have changed:

- Parents home phone number
- Parents mobile phone number
- Parents work phone number
- Email address
- Residential address
- Emergency contact names and phone numbers
- Medical details such as allergies
- Doctor detail changes





Absences, Late to School and Vacations

If it is necessary for a child to be late to school, please go to the administration office where a child can be signed in on the school iPad using PasSTab. A late slip can be collected from the office and handed to the class teacher so class attendance records can be amended. Please note that a late arrival after 9am will be marked as an absence for the session.



If your child is unwell, please contact the school office on the day to advise. You can also respond to the SMS that is generated when your child is marked absent, indicating the reason they are not at school.

As a school we cannot support children being removed from school during term time, however we do understand in today's society finding shared family time can be a challenging experience. Please forward all vacation requests in writing, to the Principal outlining the dates your child will be away and the valid reason. All emails can be forwarded to

beaconsfield.ps@education.wa.edu.au . The provision of supplementary work is at the discretion of the class teacher, however it is not a requirement of teachers to provide this.

Permission to leave the school grounds will not be granted unless parent advice has been received. Parents and Carers are asked to sign students out whenever children leave school early. Parents and Carers who sign students in late or leave early are not required to write an additional note.

Collection of students at the end of the school day

Students must be picked up by parents or an approved person promptly at 2:45pm (Kindy) or 3pm (Pre-Primary to Year 6). Parents should let class teachers know if they give permission for their child to meet them at a designated meeting place, or if walking home by themselves. Alternate emergency contacts will be contacted, if a student is not collected at these times.

Attendance Matters

1 or 2 days a week doesn't seem much but...				
If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...	Which means the best your child might perform is...
1 day a fortnight	20 days a year	4 weeks per year	Nearly 1.5 years	Equal to finishing in Year 11
1 day/week	40 days a year	8 weeks per year	Over 2.5 years	Equal to finishing in Year 10
2 days/week	80 days a year	16 weeks per year	Over 5 years	Equal to finishing in Year 7
3 days/week	120 days a year	24 weeks per year	Nearly 8 years	Equal to finishing in Year 4



Intensive English Centre

The Beaconsfield Intensive English Centre (IEC) caters for students from culturally and linguistically diverse backgrounds who are learning Standard Australian English as an Additional Language or Dialect (EAL/D). The IEC works closely with families, and other agencies as needed, to support families through the transition process involved in settling into a new school and culture. The Beaconsfield school community values the opportunity to build positive relationships with families who are new to the school. The whole school extends a warm welcome to IEC students and their families.

Eligibility

- Students newly arrived in Australia, whose first language is not English, are eligible to enrol in the IEC
- Students must meet visa/citizenship conditions (visa information is available by contacting the school)
- Students born in Australia who speak English as an Additional Language and enter school for the first time needing to further develop their English language skills may enrol
- Students who have returned from overseas and have limited or no English may be eligible to enrol
- Students who live in the specific suburbs that apply to this Intensive English Centre (more information about which suburbs are available on enquiry)
- Where applicable, international fee-paying students are required to pay additional fees to enrol in IEC (more information about International fees is available on the TIWA website.)



Educators

The IEC is staffed by dedicated specialist and experienced English as an Additional Language or Dialect (EAL/D) teachers and Ethnic Education Assistants (EEA). They understand the cultural and linguistic diversity of their students and are aware of their academic, social and emotional strengths and needs. IEC staff are supported by curriculum specialist teachers, an on-site school psychologist, the school leadership team and the staff of the school office.

Enrolment procedures

Prospective families are required to contact the school by phone or email to organise an appointment to enrol a student at the IEC. Enrolments may take one to two hours and in most circumstances, interpreters are provided to ensure information is accurately understood by the school and the family. Parents/caregivers should provide:

- original passport documents
- birth certificates (for students born in Australia)
- child immunisation documents
- previous school reports

Once enrolled, students are entitled to approximately twelve months intensive English language instruction. Depending on their visa category, and level of prior schooling, some students may require **two years** in the IEC.



Class structure

Depending on numbers, the IEC classes are organised into broad age groupings:

- Junior: 5 – 7 years
- Middle: 7 – 9 years
- Senior: 9 – 12 years

Specialist programs

Specialist teachers at Beaconsfield provide further enrichment through specialist subjects for all students. The subject areas may include Health and Physical Education, Visual Arts, Performing Arts, Science and Technology.

Integration

The students in the IEC are actively engaged in an intensive program to develop their Standard Australian English to prepare them for the mainstream classes in their various schools. While at Beaconsfield they are further supported in this preparation through integration with the rest of the school. This includes participation in assemblies, sporting activities, buddy classes and whole-school incursions. The IEC students participate actively in all other major school events and celebrations.

Curriculum

The programs in the IEC are informed by WA Department of Education curriculum documents and the EAL/D Progress Map. The skilled teachers of the IEC teach the language of all subject areas through the age-appropriate content used for all students in WA. Students develop their English vocabulary at the same time as they are exposed to familiar or new concepts across the curriculum.

Assessment and reporting

The EAL/D Progress Map is used to provide a very clear guideline for students' development of Standard Australian English. Assessment tasks are developed by teachers to indicate the level the student is achieving.

Transport to and from school

While the students are attending the IEC, a home-to-school bus service is provided by the WA Department of Education. Buses arrive at the school at 8:30am and leave the school at 2:45pm. Parents who do not need to use the home-to-school bus service, are able to collect their child from the front office at 2:45pm.

Dental Care

Beaconsfield Primary School has a dental centre on campus and students are eligible to attend for dental health care.

Contacting the IEC

The IEC is supported by the experienced front office staff who will take direct calls and emails.

Phone: 9432 1000

Email: Beaconsfield.ps@education.wa.edu.au



Resources

Technology

All classrooms at Beaconsfield Primary School have Interactive Smartboards which are used to support lesson delivery and increase student engagement.

Students have shared access to laptops and iPads. Students in Pre-Primary to Year 2 predominately use iPads, whilst students in Year 3 to Year 6 will use both.



Library and Reading Books

A considerable amount of school funds is allocated to ensuring that our learning programs are well-resourced. The school library has a wide range of books and resources available to students and teachers. Students can borrow books during their nominated library session. We ask that students are provided with



a protective carrier bag when borrowing books. It is also very important that any resource, including library and home reading books are looked after. Please ensure that food or drink do not spoil the books and that younger children do not draw/scribble in the books. Parents will be provided with an invoice to cover the cost of damage to these books if this does occur.

We strongly encourage children to read or be read to everyday.

10 Benefits of Reading and Being Read to:

1. Kids who read often and widely get better at it.
2. Children who read and are read to do better at school across all subjects.
3. Reading improves a child's vocabulary and leads to more highly developed language skills.
4. Reading teaches children about the world around them.
5. Reading improves concentration.
6. Reading develops a child's imagination and strengthens writing skills.
7. Reading helps kids develop empathy.
8. Reading exercises our brains.
9. Reading is a great form of entertainment.
10. Reading and being read to is a great bonding experience between you and your child.



Playground and Equipment

The play areas and equipment are designed to be used by students with adequate adult supervision. A reminder that there will not be supervision provided for children before 8:15am, where students will then be required to come to the Admin Courtyard to be supervised.

The school cannot accept responsibility for students playing on school equipment before or after school. Students and parents are asked to adhere to school behaviour expectations whilst on school grounds, even when outside of school hours. Specifically:



- Walking on paths
- Using toilets and water fountains appropriately
- Using property and equipment with care
- Using appropriate language and manners

We are a	CONSIDERATE	COURAGEOUS	COMMUNITY
ALWAYS	<ul style="list-style-type: none"> I show 'Whole Body Listening' I keep my hands and feet to myself I use appropriate language and manners I follow instructions from staff and visitors I move promptly, quietly and safely 	<ul style="list-style-type: none"> I have a growth mindset I apply myself fully to all activities I am honest with myself and others I ignore distractions and those not displaying expected behaviour 	<ul style="list-style-type: none"> I help others when I can I follow school expectations when representing the school I wear my full school uniform I show appreciation and celebrate others
IN THE CLASSROOM	<ul style="list-style-type: none"> I use constructive language with my peers I take turns and share opportunities I follow guidelines in the ICT User Agreement 	<ul style="list-style-type: none"> I am open to different ideas and opinions I use feedback to improve I have a go at challenging tasks 	<ul style="list-style-type: none"> I am organised and ready to learn I help keep my classroom tidy and treat all property and equipment with care
AROUND THE SCHOOL	<ul style="list-style-type: none"> I return to class on time I use toilets and water fountains appropriately I walk on paths 	<ul style="list-style-type: none"> I try to solve playground problems before asking duty teachers for help I include others in activities and games I agree on and follow fair rules for games 	<ul style="list-style-type: none"> I follow my year group's eating procedures I pick up rubbish and place it in the appropriate bins I play in my year group's designated areas

Student Services, The School Well-Being Officer & Aboriginal & Islander Education Officer

Students at Beaconsfield Primary School are supported by a dedicated and caring staff. We work in collaboration to provide an inclusive learning program that caters for individual needs. Our goal is to ensure all our students are encouraged to achieve their full potential in a safe and supportive learning environment.

Student Support Services Team consists of:

- Deputy Principal
- School Psychologist
- Learning Support Coordinator

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Our team works alongside the Principal, Deputy Principals and outside agencies through the adoption of a case-management approach to support the individual needs of all students.

At Beaconsfield Primary School, communication with parents about students who access extra support is essential. Meetings with the teacher to discuss the level of risk and possible intervention strategies are carried out with our School Psychologist, Deputy Principal and Learning Support Coordinator if further intervention is required.

The role of the School Well Being Officer (SWBO) is not a religious role. Our SWBO works once a week to support students, staff and parents. She can assist with access to services, pastoral care, referrals to agencies, grief and loss programs or help with friendship conflicts.

Our Aboriginal & Islander Education Officer (AIEO) provides advice on whole-school strategies, supporting and building culturally responsive learning environments. She also assists in working with Aboriginal students and keeping the Aboriginal community informed of students' progress and school events.

Re-purposing & Donations

To reduce our environmental footprint, Beaconsfield Primary school are always willing to accept donations of items (such as pre-loved books, art & craft materials) to supplement our teaching and learning program. Specific requests for material donations may be sent out by classroom teachers, via classroom Compass posts, notes home or through the school newsletter.

Please note: Materials may not be accepted depending upon the condition of the items.





Contributions and Charges

Beaconsfield Primary School values parent support. Each year the school asks parents to pay voluntary contributions and charges, in accordance with the Western Australian Education Act. This financial support plays a significant role in providing resources that extend the school's capacity to add value to the learning experiences of students. Voluntary contributions supplement the school's annual budget and allows the school to provide additional opportunities and resources for students. Charges are an estimated maximum cost for various school and classroom activities throughout the year. These include activities such as excursions, swimming and EduDance. These charges are endorsed by the Board in Term 4 of the previous year.

Payment can be made using following options:

A single payment with the Personal Items List (Booklist) – the preferred supplier, Champion, sends the contributions and charges to the school with a list of names (preferred option).

A single payment using the Online Payment System – Electronic Banking – see contributions and charges sheet for bank account details.

A single payment through the Administration Office – Eftpos/Credit Card or cash.

Methods of payment: Beaconsfield Primary School is aiming to be as cashless as possible. Payment options 1 or 2 are preferable.

1. Electronic Banking **BSB: 066 144 ACC: 00900304 REF: Student's Name**
2. Credit Card/Eftpos facilities available at administration
3. Cash or Cheque



Extra Cost Options (Charges): Activities that enrich the educational program will be offered to students throughout the year (such as incursions/excursions). Student participation in an activity will be conditional on payment as these activities are not covered by the voluntary contribution. The schedule of these charges is outlined on the following page. As in the past, payment will be requested for each activity as it approaches or you may opt to pay the charges upfront at the start of the year with any unspent balance carrying over to the following year.

Personal Items List for Students Use: All students K-6 will receive a Personal Items List for their year level. These items are for their personal use and used in lessons e.g stationery items, calculators, workbooks etc. It will be necessary to replace some items, such as pencils, pens, glue throughout the year and parents are encouraged to check these each term and replenish when necessary. Items may be purchased from Champion or any retail outlet of your choice.

Specific Learning Programs: Students participating in PEAC, IMSS (year 5 & 6) may have some additional costs requested dependent upon the program they are involved in.



Other Requirements:

Some other personal use items may need to be purchased and are listed below. Some of these items are optional and will vary from student to student:

- School Uniform
- Year 6 Graduation Shirt
- School Photographs
- Book Fair
- Scholastic Book Club
- Assembly Costumes

Financial Arrangements

Statements will be issued throughout the year to inform parents of payments that are outstanding. Families who are experiencing financial hardship are invited to contact the Principal or Manager Corporate Services to discuss payment options.





Uniforms

The wearing of school uniforms sets a positive tone within the school and encourages a sense of belonging at Beaconsfield Primary School. We are endeavouring to become accredited as a SunSmart School. To do this students will have access to sun cream in each class and wear wide-brimmed hats out at break times. The Uniform Shop is open Wednesday mornings between 8.30am and 9.15am and is located in Block C. The following items are the school uniform for Beaconsfield Primary School:

Top:

- Turquoise blue short-sleeve/long-sleeve polo with embroidered logo
- Navy blue jacket with embroidered logo

Bottom/Dress:

- Navy blue shorts or skorts
- Navy blue tracksuit pants
- Navy blue, white and turquoise checked dress

Hat/Shoes:

- Navy blue bucket hat with embroidered school logo Reversible hats with the faction colour are available to purchase (no baseball caps please)
- Students are encouraged to wear appropriate footwear that is safe and comfortable for them to participate fully in all school activities. Sports sneakers, preferably white or black are the most appropriate.

Jewellery/Hair & Make-up:

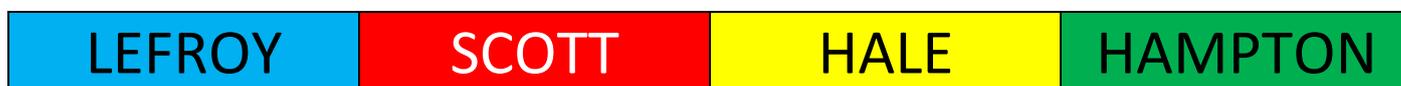
- Hair that can be tied up, should be
- Make-up and nail varnish/fake nails are not to be worn
- Excessive jewellery shouldn't be worn at school. Sleepers/stud earrings are accepted



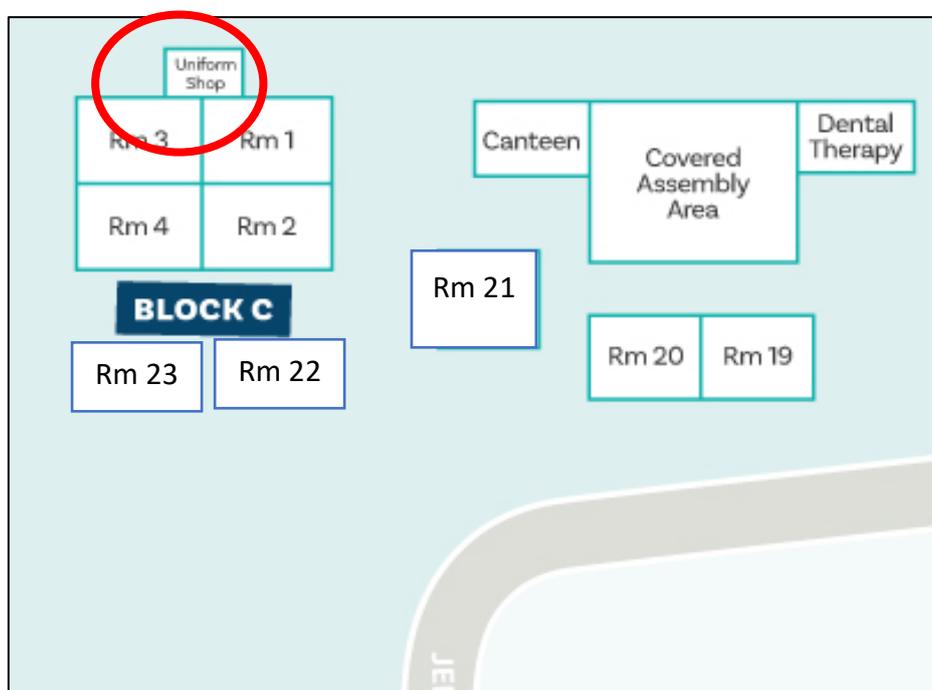


Faction Houses

House polo shirts are available for purchase at the Uniform Shop, located in Block C (see map below). The factions are named after the roads around the school, which have historical significance to the City of Fremantle.



There are a range of House activities that are undertaken to engage students in proactive team building and healthy activities. The School Athletics and Swimming Carnivals are some of the highlights of the school year.



In Term Swimming PP – Year 6

The Department of Education meets the cost of instruction at In-term swimming classes for all public primary students. Parents are required to pay a fee which covers transport and entry costs into the swimming centre. Details of the In-Term Swimming Program each year will be communicated via letters that are sent home and our other information tools (eg: Compass). Further information can be found at <https://www.education.wa.edu.au/interm-swimming>

Parking

Families living close by the school are encouraged to walk/ride/scoot to school, which will ease parking congestion at peak times. Parking on property verges is discouraged, as this poses serious safety concerns for pedestrians as well as children entering and exiting vehicles.

Please walk on the paths and allocated cross walks to ensure maximum care is taken when entering and leaving the school grounds.



Your Move

Beaconsfield is teaming up with 'Your Move' to promote fume free transport (bikes, walking, scooters, public transport) with the aim to reduce traffic and pollution. It also promotes student health and wellbeing by getting students outside being active. The program works by running activities within the school, earning points by sharing it to the Your Move website and then gaining access to rewards and grants.



The grants:

School accreditation level	Grant description	Number available (approximate)	\$ value
Silver (minimum 300 points) or higher	Small grants: Project options include bike check-ups, place making projects, bike promotion package and active travel book library.	15	Up to \$799
Gold (minimum 600 points) or higher	Medium grants: Project options include bike and scooter related infrastructure, bike education, pool bicycles and helmets, and place making projects.	15	\$800 to \$2,499
Platinum (minimum 1,000 points) or higher	Large grants: Project options include bike and scooter related infrastructure, bike education and bike skills track.	15	\$2,500 to \$7,499
Double Platinum (minimum 1,500 points) or higher	Major grants: Funding only for large scale bike parking related infrastructure projects.	4	Up to \$20,000

Our children's safety is everyone's responsibility.

Lost Property

Any article of clothing or personal items which are left around the school are put in the Lost Property boxes located in the Admin Courtyard, Junior Block Courtyard (outside of Kindy classrooms) as well as in the Undercover Area (outside the Canteen).

Please make sure all items of school uniform **are labelled with your child's name** to make it easier for it to be returned.





Dietary Information

Break Times

During breaks, students have access to lots of varied play equipment. This includes fixed items such as basketball/netball courts, monkey bars, climbing and balance frames, slides and soccer goals as well as loose items such as sports equipment and sand pit toys (Kindy and Pre-Primary only).

Recess is from 11am to 11:30am. Students are encouraged to eat, however may choose to play during this time.

Lunch is from 1:30pm to 2:00pm. Students sit and eat for the first 10 minutes of lunch, before playing for the final 20 minutes.

Crunch & Sip

The Crunch & Sip program is an easy way to help kids stay healthy and happy. Crunch & Sip is a set break to eat fruit or salad vegetables and drink water in the classroom. Students re-fuel in the morning or afternoon, assisting physical and mental performance and concentration in the classroom. This is especially important with our long morning session.

Each day students bring fruit or salad vegetables to school in a clearly labelled container to eat in the classroom at a set time. Each child is encouraged to bring a refillable bottle of water to the classroom to drink throughout the day to increase hydration.

Don't forget to pack Crunch&Sip® every day...
Crunch&Sip® is a set time for your child to eat vegetables or fruit and drink water in the classroom.

WATER + **VEGIES** or **FRUIT**

Crunch&Sip® healthway Cancer Council www.crunchandsip.com.au





The Wholesome Kitchen

Our school canteen is run by a parent and member of our wider community, Rima McCarthy. The canteen is a private enterprise and is run on Wednesday, Thursday and Friday from 8:30am until 2:45pm.

Students and staff are to place their orders at the canteen prior to school beginning in the morning. Alternatively, orders can be placed at www.spriggyschools.com.au where parents are invited to create an account and view the menu for dietary information. Regular Compass notices are sent out to parents to update and inform of menu changes.

Recess, Lunch and Crunch & Sip orders are possible to be made and will be collected by the classroom teacher or nominated student to ensure food is received by your child.





Health & Wellbeing

Informing the school of Medical Conditions

It is important to notify the school if your child has a medical condition which may affect their daily health and wellbeing eg: allergy to bee stings, asthma, diabetes, mobility issues etc.

Allergies

The most common food allergies are peanuts, tree nuts (almonds, cashews etc), cow's milk, soy, seafood and eggs. The symptoms of food allergy range from mild to life-threatening, with anaphylaxis the most severe form of allergic reaction. We ask that parents DO NOT provide food for their children at school that contain nuts, as for some children this can be a matter of life or death.

As a school, we minimise the risk by ensuring that:

- Students with allergies only eat food that is prepared at home
- All food and drink containers are clearly labelled with students' names to avoid confusion of ownership
- Avoiding food that contains nuts and/or traces of nuts where possible

Beaconsfield Primary School promotes the message of "allergy-aware".

Teachers will convey to parents whether there are any students in the class that are anaphylactic and will communicate relevant safe food practices. Parents will ensure labelling of ingredients is included with food prepared at home for student consumption (i.e: shared morning teas after assemblies, class parties and special occasions).

Head Lice

Parents will be advised should their child be found to have head lice during the day. Children may return to school once treatment has occurred and there are no remaining live lice or eggs. Upon return to school, parents are required to provide evidence of the treatment used to either the front office staff or the class teacher. If an outbreak occurs, all parents with children in the class will be notified allowing preventative action to be taken. Information brochures are available from the front office.

Health Care Plans

Where appropriate, Beaconsfield Primary will work with you to develop an appropriate Health care Plan to any medical conditions your child may have. Parents are requested to first develop a proposed plan for the school to review. Once you have returned the plan, the student services team, along with the Principal will:

- Review the plan/s to ensure the school can provide the necessary support
- Arrange staff training if required to support your child
- Ensure plans are implemented, monitored and reviewed as required
- Manage the confidentiality of your child's health care information
- Provide appropriate storage for medication and health equipment



Forms are available for common conditions. For other conditions, the generic health care form or a plan provided by a medical practitioner can be used.

Medications

In accordance with Department of Education policy, parents requiring medication to be administered to their child at school need to complete the necessary forms, which can be obtained from the front office.

In the situation where prescribed medication is required on a short term basis, the signature of the prescribing doctor must be obtained.

Any changes to medication, requires alteration to these forms as they are legal instruction to those taking the responsibility for administration.

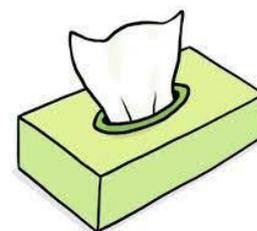
Students may not bring any medication or herbal preparations to school to self-administer from their bag.

Communicable Diseases

Information on the exclusion periods for communicable diseases are provided by the Health Department. Parents are asked to notify the school immediately if their doctor has confirmed a diagnosis of the following diseases:

- Chicken Pox – return to school once all blisters have crusted, typically about 10 days
- Conjunctivitis – return to school after discharge has stopped or 3 days after treatment has commenced
- Measles – return to school no less than 7 days after appearance of rash. Non-immunised students are to be excluded for 13 days following contact with infected students in their class, unless they are vaccinated within 72 hours of contact
- Mumps – return to school no less than 9 days after the onset of symptoms
- School Sores (impetigo) – return to school once effective treatment has commenced and sores are covered
- Head Lice/Nits – return to school once effective treatment has commenced and head is free from eggs and lice
- Rubella (German Measles) – return to school once symptoms have subsided, typically at least 4 days after start of rash
- Whooping Cough (Pertussis) – return to school after 14 days from onset of illness or 5 days after starting antibiotic treatment
- Glandular Fever – return to school after symptoms have subsided

The school will advise parents of any known cases of these diseases at school.





Illness and Injury

If your child is unwell before arriving at school, it is recommended they be kept at home. Should your child become ill or injured at school, they will be taken to the sick bay for basic first aid and parents will be contacted.

A parent/guardian will always be contacted in the case of a head or neck injury.

Insurance Cover and Children

The Department of Education does not insure children against injury at school. This is considered to be the responsibility of the parent. The Department of Education has a public liability insurance cover that covers their liability in cases of accidents caused through defects in school buildings, equipment or playgrounds, or through negligence on the part of an employee of the Department.

On school excursions, students are covered while traveling by normal third party insurance cover, the premium for which is part of both car and bus registration fees. Some bus companies do carry an additional public liability policy, but again it would only cover negligence on the part of the company.

Bicycle/Scooter Safety

Beaconsfield Primary School promotes road safety guidelines ensuring our students arrive to school and home safely. Bicycles and scooters are a very popular means of transport for students, but are also involved in serious accidents. For this reason, we strongly recommend that children under the age of 10 years ride to school in the company of an adult. Bikes and scooters should be in road worthy condition and students must wear helmets.

Bicycles and scooters should be walked onto and off of school grounds to ensure every precaution is taken to prevent accidents. Bike racks are available on school grounds for students to park their bikes. Staff passively monitor the school grounds when walking around the school, however can not be held responsible for lost or stolen items left unattended.

Smoking & Alcohol Consumption

Smoking, along with the consumption of alcohol and the use of illicit drugs is not permitted on school grounds. Please inform a member of staff if you see any traces of suspect items.

Bringing Valuables to school

Children should not bring valuables, jewellery or unnecessary amounts of money to school. Children may be permitted to bring along a special toy or object for news purposes only. Please do not send along toys to school as this saves arguments and disappointment in the case of breakages or loss. The school will not take responsibility for any losses of valuable items.

Mobile Phones & Smart Devices

Mobile phones should remain at home. In instances where this is not possible, phones should be handed into the front office at the beginning of the school day. Students with smart devices (such as watches), should have these devices switched to flight/school mode.



Publication of images and work

The Department of Education's Information Privacy and Security Policy requires schools to gain parent/guardian permission before using visual images of students, such as photographs, outside the school environment. Beaconsfield Primary regularly uses images of students in a variety of ways to recognise excellent achievement, inform parents and the local community of school matters and to promote the school.

From time to time we may also be asked to contribute to Department of Education materials. In addition to this, the publication of our Newsletter through Compass may result in your child's image being accessed by the rest of the school community. Permission of parents/caregivers for the use of images is through the signed Consent Form, completed at Enrolment





Behaviour Policy

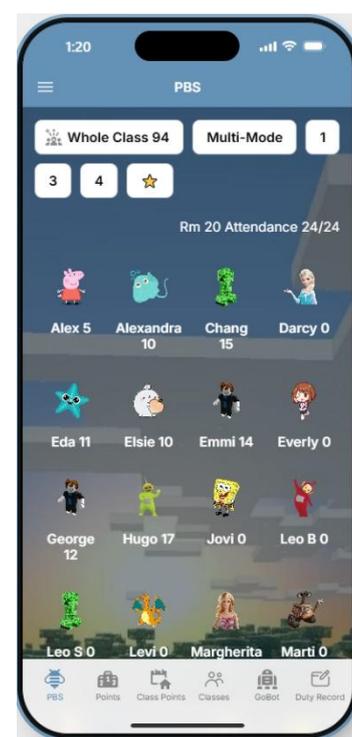
At Beaconsfield Primary School, we are a Positive Behaviour Support (PBS) School. The goal of PBS is to create the optimum learning environment for all students by explicitly teaching the actions and behaviours that are expected in each area (context) of the school. These expectations are aligned to core values that are developed in consultation with students, staff and parents about what they believe it means to be a successful, engaged student at Beaconsfield PS. These values, contexts and expectations form the Expected Behaviour Framework.

We are a	CONSIDERATE	COURAGEOUS	COMMUNITY
ALWAYS	<ul style="list-style-type: none"> • I show 'Whole Body Listening' • I keep my hands and feet to myself • I use appropriate language and manners • I follow instructions from staff and visitors • I move promptly, quietly and safely 	<ul style="list-style-type: none"> • I have a growth mindset • I apply myself fully to all activities • I am honest with myself and others • I ignore distractions and those not displaying expected behaviour 	<ul style="list-style-type: none"> • I help others when I can • I follow school expectations when representing the school • I wear my full school uniform • I show appreciation and celebrate others
IN THE CLASSROOM	<ul style="list-style-type: none"> • I use constructive language with my peers • I take turns and share opportunities • I follow guidelines in the ICT User Agreement 	<ul style="list-style-type: none"> • I am open to different ideas and opinions • I use feedback to improve • I have a go at challenging tasks 	<ul style="list-style-type: none"> • I am organised and ready to learn • I help keep my classroom tidy and treat all property and equipment with care
AROUND THE SCHOOL	<ul style="list-style-type: none"> • I return to class on time • I use toilets and water fountains appropriately • I walk on paths 	<ul style="list-style-type: none"> • I try to solve playground problems before asking duty teachers for help • I include others in activities and games • I agree on and follow fair rules for games 	<ul style="list-style-type: none"> • I follow my year group's eating procedures • I pick up rubbish and place it in the appropriate bins • I play in my year group's designated areas

PBS Points

Students demonstrating expected behaviour are recognised by staff through PBS Points through the Beaconsfield PBS App. Students earn PBS Points to try and achieve three different rewards:

- 1) PBS Shop – students earn points to purchase prizes from the shop
- 2) Pizza with the Principal – students who earn the most PBS Points across the school are invited to a special lunch with the Principal at the end of each term
- 3) Faction Reward Levels – Three tiers of rewards based on the Faction's aggregated PBS Points. Everyone in the Faction gets the reward when they achieve that level. The higher the level, the bigger the reward. These reward levels are subject to change, however incentives both Faction and individual reward will always be utilised.





Lighthouse support

Students are further supported in making positive behaviour choices with our Lighthouse system. Each day students' names begin on the 'Three C's', and when identified as making positive behavioural choices by a member of staff, their name is moved up. Students reaching the top of the lighthouse, earn a PBS point and then have their name reset to the starting position (Three C's) to begin earning another PBS point.

Merit Certificates

Students are recognised for demonstrating the school values with Merit Awards aligned to one of the three school values. The certificate will be presented at fortnightly Community Assemblies with a matching wristband that identifies that student as someone who demonstrates that value. Classroom teachers decide which students will be



recognised at each assembly; however, every student will receive at least one Merit Award each schooling year.



"High Cs" Pin

Once a student has earned all certificates for all three values they are awarded the gold and enamel "High Cs" lapel pin. This identifies the student as one who consistently demonstrates all the school values. Students only receive the High Cs pin once they have received a Merit Award for all three values, ie: a student who receives three certificates for 'Considerate' and two for 'Courageous' will not earn their High Cs pin until they earn the certificate for 'Community'. Students retain these certificates across school years until they have earned their High Cs pin, at which point they start the process over again.



The Beacon Badge

Once a student has earned all certificates for all three values for the second time, they are awarded the Beacon badge. Students are celebrated achieving this with a snippet in the school newsletter. Parents are always notified when their child earns a Merit Certificate (usually via a direct email on Compass).



Students not following expected behaviour

Students identified by members of staff not making positive behavioural choices are verbally reminded with positive language and low-key responses (proximity to student/s, pausing lesson, redirection, planned ignore, “the look”, use of names).

Example 1: Child (Milly) chatting in class – “Thank you to those students showing me ‘Whole body listening’. Milly can you show me your whole body listening?”

Example 2: Child (Fred) running on the footpath – “Fred, we walk on the path please.”

Students continuing to **not** make positive behavioural choices will have their name lowered down the lighthouse. Verbal feedback on why their name has been moved down is done at the next available moment in the lesson. Staff members are then extra vigilant to reinforce desired positive behaviours by moving the student’s name back up and providing the student/s with positive verbal feedback.

Students that **continue to not** make positive behavioural choices (once past the level 2) are offered a circuit-breaker timeout to actively reflect on what it is they are doing in the lesson. A constructive feedback discussion with the teacher is had and the student returns to the classroom if they are deemed emotional regulated to return. Students’ names are ‘reset’ to the starting position (Three C’s), where the above process is followed.

If, in the unlikely event, students are continuing to not make positive behavioural choices after an active reflection and a further 2 behavioural reminders, students will be sent up to the office with a blue slip where they will miss parts of lesson/s and a phone call will be made to parents.

Major breaches to behavioural expectations (such as physical violence) will result in a direct referral to admin along with a phone call made to parents.

School Admin may need to consider further restorative strategies to support a student’s behavioural choices, including:

Beaconsfield Primary School – Behaviour Reflection Slip – Copy for file

Student Name:

Teacher Issuing Notice:

Date:/...../.....

SIS Incident number (Admin):

Admin in charge:

(Prior to blue slip – all minor behaviours are to be managed by classroom teacher. If this is not working fill in the blue slip.)

Have you:

- Reminded student of the expected behaviour using lighthouse behaviour management system?
- Praised others for doing the expected behaviour (modelled behaviour)?
- Used low level behaviour strategies:
 - proximity
 - verbal warning
 - eye contact
 - private dialogue
 - active scan
 - the look
 - non-verbal body language

Please tick the major behaviour issue:

Major
Confirmed Major Behaviours result in student being sent to Administration with a Blue Behaviour Reflection Slip (Red Card to be used by classroom/duty teacher if staff, students or property are in immediate danger).
<ul style="list-style-type: none"> - Bullying in any form (see elaboration below) - Intentional significant property damage - Physical abuse, threats or intimidation of staff/students (includes use of a weapon/projectile) - Verbal abuse, threats or intimidation of staff/students - Aggressive swearing/language - Obscene gestures - Theft - Destruction of another's property - Ongoing defiance - Spreading malicious/deliberately hurtful rumours - Major violation of Responsible ICT User Agreement - Offensive/inappropriate sexual language or behaviour - Graffiti

Any additional information:
.....
.....

Parents called



- Loss of Privilege
- Loss of Good Standing
- Active consultation/reflection with a member of Admin (i.e. The Principal) and a parent/carer
- In or out of school suspensions



The Resilience Project

At Beaconsfield Primary School, we are beginning our journey delivering The Resilience Project, in combination with our existing Positive Behaviour values system, as our wellbeing program. Every student from PP to Year 6 has received their very own journal this week which is full of tips, activities and ideas, as well as 32 comprehensive lessons to be covered in class over the course of the year. The program aims to develop the GEM skills in each child – Gratitude, Empathy and Mindfulness with underpinning Emotional Literacy.

EVIDENCE-BASED

The Resilience Project's School Partnership Program has been independently evaluated by both The [University of Adelaide](#) and The [University of Melbourne](#). Click the links or scan the QR code to find out more about the impact the program has on **emotional wellbeing** and **behavioral changes**.



The journals will be kept in class; however, some supplementary resources and ideas will be sent out throughout the year to be accessed at home. We aim to make the GEM skills and language part of everyday life in the Beacy community, so families are encouraged to access the resources and join us on the journey.

WHY?

Current research tells us...

Why mental health matters



One in four Australian adolescents will experience mental health problems this year

Nearly two thirds of them will not seek help.



One in seven primary school students are also likely to experience mental health problems this year.

Source: National Survey of Mental Health and Wellbeing, Australian Institute of Health and Welfare, Australia's Youth: Mental Illness

WHAT CAN BE DONE AT HOME?



To learn more about The Resilience Project and get involved from home, you can start exploring the ideas, activities and resources which bring **Gratitude, Empathy and Mindfulness (GEM)** to life on **TRP@HOME**.

The Imperfects podcast, led by Hugh van Cuylenburg, Ryan Shelton and Josh van Cuylenburg, is all about how perfectly imperfect we all are. Hugh, Josh and Ryan chat to a variety of interesting people who bravely share their struggles and imperfections, and we all learn some valuable take-aways we can apply to our own imperfect lives.





Other Policies

Class formations (e.g split classes)

It is standard practice in Western Australian Primary Schools for students to be engaged in either multi-year (mixed/split) classes or single year classes. Both classroom models provide an appropriate learning environment for students. Beaconsfield Primary School staff consider a range of factors when deciding on class placements and structures. Factors include:

- Age
- Academic needs of students
- Social and emotional needs of students
- Students with special needs
- Balance of gender
- Friendship groups

Parents can raise any issues with classroom placements by putting this in writing to the school Principal.

Birthdays

We are more than happy to join with you in celebration of your child's special day. You are welcome to send along cupcakes or a lolly for classmates to have and share. Please do not send along a whole cake and candles as it often becomes very difficult to ensure everyone enjoys a sizeable portion.

Community use of school facilities

It is the policy of the Government and the Department of Education that school facilities and resources are made available for use by the community. These activities must be consistent with the educational aims of the school or which do not interfere with its operations. Applications for use of school facilities and resources must be approved by the principal and formalised through a written agreement signed by the school principal and a representative of the user group.

The school cannot accept responsibility for students playing on school equipment before or after school.

Students and parents are asked to adhere to school behaviour expectations whilst on school grounds, even when outside of school hours. Specifically:

- Walking on paths
- Using property and equipment with care
- Using toilets and water fountains appropriately
- Using appropriate language and manners





First day of school

Preparing your child for the first day of school

Timetable	Pre-Primary to Year 6 (Mainstream)	Kindy
Classrooms open	8:30am	8:30am
School starts	8:50am	8:50am
Recess	11:00 – 11:30am	10:00 – 10:30am
Eating Lunch	1:30 – 1:40pm	12:15 – 12:45pm
Playing Lunch	1:40 – 2:00pm	12:45 – 1:15pm
School finishes	3:00pm	2:50pm

Staff at Beaconsfield Primary School understand that students leaving parents and carers for the first time is a big thing. New environments and unfamiliar people are a challenge for anyone. Preparing your child for what to expect on their first day of school goes a long way to ensuring your child is emotionally regulated. Here are some tips for getting ready to start school:

- Attend the Kindy Open day, typically held in Term 4 of the year before starting
- Answer all their questions honestly and in as much detail as you can
- Read stories with your child about starting school (suggested list below)
- Go past the school on walks/drives and talk to your child about how they will soon be coming to Beaconsfield or all the exciting things they might do and friends they will make
- Check that your child can open and use their lunchbox and drink bottle by themselves and practise as required. Similar practise with shoes and socks and zips on jumpers. Labelling these items clearly will also go a long way to making sure things don't get lost
- Talk about how toilets might look different to the ones at home and that someone will be there to help if needed
- Explain that Mum/Dad, another family member or OSHClub will drop them off and then pick them up when school is finished

Reading Books about Starting School

Billy and the Big New School – Catherine and Laurence Anhold

Starting School by Jane Godwin and Anna Walker

I am too absolutely small for school by Lauren Child

My First Day at School by Meredith

First Day by Andrew Daddo

The Kissing Hand by Audrey Penn

Kindergarten Countdown by Anna Jane Hays

Wombat Goes to School by Jackie French and Bruce Whatley





What to Bring Each Day

- On the first day of school please bring stationery items from the booklist
- Change of clothes (in case of a mishap or getting wet)
- A hat – school hat is preferred
- A labelled re-usable water bottle
- Crunch and Sip (a healthy snack for students to ‘refuel’ during class time)
- A healthy packed recess and lunch
- A school bag
- Library bag (Pre-Primary – Year 6 only)
- Please **discourage** children from bringing personal toys and items to school for play. This includes trading cards as disagreements can arise

Labelling items of clothing and other possessions reduces the risk of items going missing. Please label all belongings clearly with your child’s name.



Extra Early Childhood information

- Pre-primary is a compulsory year of schooling. Children attend full time Monday to Friday. Please make sure the children are delivered to and collected from the classroom at the specified times. Parents are requested to wait with their child until the doors open at 8.30am
- Parents who are not picking up their child at the end of the day are asked to let a class staff member know by writing in the communication book/diary or by phone. No child will be allowed to go home with another adult unless we have been previously informed
- Children need to bring morning tea in a separate labelled container and their lunch in another labelled container. In a separate container please provide a crunchy fruit or vegetable snack for **Crunch 'N Sip** prior to morning tea.
- Helpers are always welcome in the Kindy/Pre-primary class and once we feel that the children are settled and class routines have been established, we will open up morning sessions for rostered help. A roster will be available in each classroom. Parents coming on site for this reason will be required to have a Working with Children Check Card or sign a Parent Volunteer declaration form from the front office