

# Bell Park North Primary School



WELCOME TO

# Bell Park North Primary School F-6



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## CURRICULUM DAYS

The Department of Education & Early Childhood Development allows 4 pupil free days each year. Two days are usually used at the beginning of each year with two others throughout the year. These days are used for planning, reporting and professional development for staff. On these days children do not come to school.

## PARENT INFORMATION SESSIONS

Throughout the year we will be running a variety of information sessions related to student learning and well-being. Sessions will be run by our teachers who lead curriculum learning areas or by guest speakers who are experts in their field. The basis for many sessions will be to offer insight on how children learn and how parents can help children at home.

These sessions will be advertised well in advance and will be run at times suitable to many working parents. We look forward to parent attendance on these evenings.

## COMMUNITY HUB

Bell Park North Hub is a warm and welcoming place, where you can connect, share and learn. Our programs aim to support you and your child to be school ready, practice English, make new friends, learn and share skills that can help you find a job, training or volunteering opportunities.



We run several programs including playgroup on Tuesdays from 9am- 11am, English classes with childminding on Thursdays from 9am- 12pm and a Toy Library on Tuesdays from 8:45am- 9:15am, and we are growing! **All our programs are FREE.**

Families are very welcome to drop in to see the Hub Leader, Jess on Mondays, Tuesdays and Thursdays between 9am and 3:30pm. Our Hub Assistant Azadeh is here on Tuesdays and Thursdays.

## TERM DATES

	<b>2021</b>	<b>2022</b>
<b>Term 1</b>	27 <sup>th</sup> January – 1 <sup>st</sup> April	28 <sup>th</sup> January – 8 <sup>th</sup> April
<b>Term 2</b>	19 <sup>th</sup> April – 25 <sup>th</sup> June	26 <sup>th</sup> April – 24 <sup>th</sup> June
<b>Term 3</b>	12 <sup>th</sup> July – 17 <sup>th</sup> September	11 <sup>th</sup> July – 16 <sup>th</sup> September
<b>Term 4</b>	4 <sup>th</sup> October – 17 <sup>th</sup> December	3 <sup>rd</sup> October – 20 <sup>th</sup> December

Thursday 28<sup>th</sup> and Friday 29<sup>th</sup> January 2021 will be Curriculum Days – No children are required at school.

Teachers use these two days for planning and professional development.

**Monday 1st February is the FIRST day for ALL students** School is dismissed at 2.10pm on the last day of each term

	<b>2021</b>	<b>2022</b>
<b>New Year's Day</b>	Friday 1 <sup>st</sup> January	Saturday 1 <sup>st</sup> January
<b>Australia Day</b>	Tuesday 26 <sup>th</sup> January	Wednesday 26 <sup>th</sup> January
<b>Australia Day Holiday</b>	Tuesday 26 <sup>th</sup> January	Wednesday 26 <sup>th</sup> January
<b>Labour Day</b>	Monday 9 <sup>th</sup> March	Monday 14 <sup>th</sup> March
<b>Good Friday</b>	Friday 2 <sup>nd</sup> April	Friday 15 <sup>th</sup> April
<b>Easter Monday</b>	Monday 5 <sup>th</sup> April	Monday 18 <sup>th</sup> April
<b>Anzac Day</b>	Sunday 25 <sup>th</sup> April	Monday 25 <sup>th</sup> April
<b>Queen's Birthday</b>	Monday 14 <sup>th</sup> June	Monday 13 <sup>th</sup> June
<b>Geelong Cup Day</b>	Wednesday 20 <sup>th</sup> October	Wednesday 19 <sup>th</sup> October
<b>Christmas Day</b>	Saturday 25 <sup>th</sup> December	Sunday 25 <sup>th</sup> December
<b>Boxing Day</b>	Sunday 26 <sup>th</sup> December	Monday 26 <sup>th</sup> December

## Welcome To Bell Park North Primary School



Dear Parents

It is with great pride that I welcome you to Bell Park North Primary School.

We are proud to introduce you and your family to our school which is one of academic rigour and excellence. We are committed to maintaining best practices for teaching and learning so that the best possible outcomes in student learning are achieved.

The teaching and learning philosophy of our dedicated and enthusiastic staff is aligned to the individual learning needs and styles of each student. Our highly skilled teachers and support staff work collaboratively as a Professional Learning Community to implement a whole school developed and consistent instructional model which strongly emphasizes high expectations and delivering all learning experiences at a high standard. Students are encouraged to be active participants in their learning by working with their teachers to set personal learning goals and strategies to achieve these.

We instil and encourage excellence in students by setting high expectations and delivering all learning experiences at a high standard. This encourages students to develop into self-disciplined, self-regulated, knowledgeable and independent learners.

We maintain a strong focus on continued improvement of student outcomes in the areas of English and Mathematics with a non-negotiable daily explicit teaching time of these core areas. In 2019 our NAPLAN results proudly showed that the growth children had made between Grades 3 and 5 in most areas was above the state mean.

We have continuously stayed abreast of technological trends to maintain a whole school focus on integrating Digital Technologies across the whole school to support children's learning. This has included the continuation of; the 'Bring Your Own iPad Device' program, the Robotics program and participation in the Geelong Schools' Robo Cup competition, developing our students as safe and responsible digital citizens and progressive reporting through the COMPASS platform. All of this keeps our school abreast of educational and technological trends.

Our rich educational programs provide children with a vast range of learning and leadership opportunities which assist students in becoming resilient and effective team members who are able to integrate and deal with all situations. These include specialist programs in The ARTS, Physical Education, LOTE- Japanese, Multi Modal Literacies and Digital Technologies. Further supporting programs include: Intervention; a Year 2-6 Camping Program; a rich Transition program and School Choir.

A STEM program is provided for children in Grades 3-6. This new and innovative program allows children across the whole school to focus on a common goal through participating in activities within the curriculum areas of Science, Technology, English, Maths, Health & Physical Education, Arts and Humanities. This program is highly beneficial in developing student engagement, innovation, problem solving and inquiry.

We are proud to be an officially recognised "Be You" (formerly known as KidsMatter) and Healthy Achievement School where we support the mental and physical health and wellbeing of every member of our school community through programs such as Peer Support, Buddies and Bounce Back. These programs support our work around our school values: [Friendship](#), [Respect](#), [Integrity](#), [Equality](#), [Never Give Up](#), [Do Your Best](#) and [Safety](#).

A Community Hub runs in our school which has been made possible with the support of Community Hubs Victoria and the Smith Family. The Hub provides many opportunities which to our immediate school families and local community members such as Play Group, English Lessons and Parent Support Sessions.

Our school has always had a significant multi-cultural component and our families represent a vast array of different nationalities. The school hosts the Geelong English Language Centre (GELC).

At Bell Park North Primary School we applaud the commitment and dedication of each and every member of our school community whose dedication, hard work and support make our school the successful learning environment it is today.

We pride ourselves on being a school that develops and welcomes a strong home/school partnership. Therefore the staff and I look forward to welcoming you to our school and working with you to provide an educational program which enables your child to develop to their full potential as **"Together We Achieve"**

***Anthea Lagadinos***  
**Principal**

## **SCHOOL PROFILE**

Bell Park North is a well-established school servicing the Geelong suburb of Bell Park with year levels from Foundation through to Year 6. Our school achieves its success by ensuring best practice in teaching and learning to enable the ongoing development of all children in preparing them for their future and ensure the best possible learning outcomes are achieved. The teaching and learning philosophy of all staff is aligned to the individual needs of each student using multi-disciplinary approaches and preferred learning styles which reflect current educational and technological trends.

Our team of enthusiastic and dedicated teachers and support staff are committed to implementing a whole school developed and consistent instructional model which strongly emphasises high expectations and delivering all learning experiences at a high standard. Students are encouraged to be active participants in their learning by working with their teachers to set personal learning goals and strategies to achieve these. This helps students develop into self-disciplined, self-regulated, knowledgeable and independent learners.

A strong focus on further improving student outcomes in the areas of English and Mathematics has continued through the implementation of the Victorian Curriculum and non –negotiable daily explicit teaching time of these core areas. Our NAPLAN results proudly continue to show that the children make strong growth between Grades 3 and 5 in the areas of Reading, Writing and Numeracy where we have recently been above the state means.

A successful intervention program at the classroom and whole school level targeting students in need of further support in literacy and numeracy.

We have continuously stayed abreast of technological trends to maintain a whole school focus on integrating Digital Technologies across the whole school to support children's learning. Not only has this included a 'bring your own iPad device' program but also a Robotics program which has improved student ability to problem solve and take risks in all areas of their learning. In 2021, we will continue to have children participate in the Geelong Schools' "Robo Cup" competition. Furthermore, we work in collaboration with our local police in developing our students as safe and responsible digital citizens. We continue to be an eSmart accredited school with this work being led by our Digital Technologies and eSmart co-ordinators and the children and staff on the eSmart committee.

Our positive school based programs and learning and leadership opportunities assist students in becoming resilient and effective team members who are able to integrate and deal with all situations.

Our students at Bell Park North Primary School are highly engaged in their learning and feel safe within their learning environment as demonstrated by our high Attitudes to School Survey results which have consistently been in the highest percentile and above the state mean.

We proudly support the learning environment within our school through the implementation of the 'Be You' (formerly Kids Matter) and Healthy Achievement Frameworks. Within these frameworks programs such as Peer Support and Bounce Back strongly support student's emotional health and well -being and resilience development.

At Bell Park North Primary School we applaud the commitment of each and every member of our school community whose dedication, hard work and support make our school the successful learning environment it is today.



# Bell Park North Primary School F-6



## Vision Statement

### Our Vision: "Together We Achieve"

At Bell Park North Primary School, our staff, children and parents work together to support the social, emotional and academic learning of all students in our care.



## Our Values

Values which form the basis of our actions are:

- F**riendship
- R**espect
- I**ntegrity
- E**quality
- N**ever Give Up
- D**o Your Best
- S**afety



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*Vision Statement*

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	TERM 1	TERM 2	TERM 3	TERM 4
Odd Year	<p style="text-align: center;"><i>Friendship</i></p> <ul style="list-style-type: none"> <li>• kindness, care, forgiveness</li> <li>• trust</li> <li>• peer support</li> <li>• buddies</li> <li>• team work</li> <li>• community relationships</li> </ul>	<p style="text-align: center;"><i>Respect</i></p> <ul style="list-style-type: none"> <li>• treat others the way you want to be treated</li> <li>• mutual respect</li> <li>• accepting differences</li> <li>• empathy</li> <li>• active listening</li> </ul>	<p style="text-align: center;"><i>Integrity</i></p> <ul style="list-style-type: none"> <li>• honesty</li> <li>• accountability</li> <li>• true to self</li> <li>• courage</li> <li>• having a voice</li> </ul>	<p style="text-align: center;"><i>Equality</i></p> <ul style="list-style-type: none"> <li>• fair go</li> <li>• freedom</li> <li>• diversity</li> <li>• every face has a place</li> </ul>
Even Year	<p style="text-align: center;"><i>Friendship</i></p> <ul style="list-style-type: none"> <li>• kindness, care, forgiveness</li> <li>• trust</li> <li>• peer support</li> <li>• buddies</li> <li>• team work</li> <li>• community relationships</li> </ul>	<p style="text-align: center;"><i>Never Give Up</i></p> <ul style="list-style-type: none"> <li>• bounce back</li> <li>• resilience</li> <li>• have a go</li> <li>• optimism</li> <li>• perseverance</li> </ul>	<p style="text-align: center;"><i>Do Your Best</i></p> <ul style="list-style-type: none"> <li>• high expectations</li> <li>• personal best</li> <li>• excellence</li> <li>• leadership</li> </ul>	<p style="text-align: center;"><i>Safety</i></p> <ul style="list-style-type: none"> <li>• rights and responsibilities</li> <li>• demonstrate expected behaviours</li> <li>• being eSmart</li> <li>• mind and body</li> </ul>

## **eLEARNING VISION**

Bell Park North Primary School is an eSmart accredited school. We recognise the importance of Digital Technologies in preparing students for the world around them and believe it's an integral part of the curriculum in the 21<sup>st</sup> century. We want our students to be confident and safe when using this technology. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians.

Digital Technologies will be a fundamental component of teaching and learning, where state of the art technology and professional learning will equip teachers with transformative skills and develop students who are innovative and confident users of digital technologies.

Bell Park North Primary School has established an environment where the use of digital technologies is regarded as an integral part of our everyday practices and administration management. It acknowledges the potential of eLearning to impact on learning outcomes for all students and the work habits of all staff.

eLearning encourages students and staff to assume greater responsibility for their own learning, in forums that develop their:

- Skills to become active and independent leaders
- Abilities to communicate, collaborate, plan, analyse and solve problems
- Skills to use new technologies.

The appropriate use of digital technologies develops our school's high quality teaching and learning, administration and management. eLearning enhances student centred learning through the integrated and negotiated curriculum, guides discovery through learning experiences and encourages continuity across all areas of the curriculum.

## **STRATEGIC PLAN GOALS (2017 – 2020)**

### Achievement

Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.

### Engagement

Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.

### Wellbeing

Over the life of the Strategic Plan BPNPS will provide a safe, respectful and inclusive learning environment where students have the tools and skills to develop positive and self-regulating behaviours so that there is high level impact on student achievement and wellbeing.

## **STAFFING IN 2020**

In 2020 our School will be undertaking a school review and a new Strategic Plan will be developed for 2021-2024

Principal	Anthea Lagadinos
Assistant Principal & School Improvement Leader	Christopher Cox
Teaching Staff	Tim Cleeland, Alex Gear, Ben Harmon, Caitlin Mahar, Julie Pfeiffer, Beth Carey, Kristen Thomas, Maree Walker, Hayley Wharton Keely West
Specialist Teaching Staff	Jenny Mandekic, Ben Gibson, Gailene Stojanovic
Learning Specialist/Literacy	Ben Harmon
Multi Modal Literacies Co-Ord Learning Specialist/Student Agency	Jonathon Skipworth
Integration	Mara Simic, Roslyn Lunardelli, Trudi Dunn, Connie Romano, Rachel Tonu
Business Manager	Tash Keilar
Office Manger	Marie Kirk
Canteen Manager	Susie Harvey
Maintenance	John Crossett
Welfare	Rosalie Scott
Community Hub Leader & Assistant	Jess McDonald & Azadeh Doosti

Staffing is decided each year in Term 4 depending on anticipated numbers for the following year, so may be different for 2021.

## **ENTRANCE REQUIREMENTS**

Children may start school if they turn 5 on or before April 30th, in the year they are commencing. A child **MUST** enter school the year they turn six.

## **SCHOOL HOURS**

Normal hours are Monday – Friday 8.50am - 3.10pm

During February Foundation students will have Wednesdays as a home rest day and are not required to attend school. However, parents will be asked to bring their child to school for a one hour Foundation entry assessment. Teachers will notify you of the date and time when school begins.

It is essential that your child arrives at school before the bell and music at 8.50am. A suggestion would be no later than 8.45am.

A punctual and calm start to the day sets up the success of the whole day for your child.

As a school we believe that for the first month it is important that an adult collects your child from school.

Children will be brought out to a designated spot to allow you to collect them. We do this because we believe that overcrowding the corridor can frighten some children. It also begins to develop their independence by packing and collecting their own bags.

On the first day of school Foundation students begin at 9.30am

## **PREPARING CHILDREN FOR SCHOOL**

It will help your child to settle down more easily and also assist the teachers if your child can do the following things for themselves:

1. Tie or buckle their own shoes and dress themselves
2. Know their name and address (and perhaps telephone number!)
3. Attend to their own toilet needs
4. Eat lunch from their lunchbox

## **PREPARATION FOR THE FIRST DAY.**

**Foundation students are asked to come to school at 9.30am** on the first day and be taken straight to their classroom. It is important that they arrive on time and that you take them in to meet their teacher and then leave as quickly as possible. This makes separation easier, both for children and parents.

A cup of tea or coffee will be available in the Library for you to relax and if necessary, to set you at ease, you can take a quick peep through the classroom window before going home.

It is important to speak to the Principal and classroom teacher if you are feeling anxious about leaving your child at school.



## **KINDER TO SCHOOL TRANSITION PROGRAM**

The aim of our Kinder to School Transition program is to provide a program that prepares all children for a smooth start to primary school.

In order to facilitate this aim we have developed this program to assist all children and parents in making the step from kindergarten to school as smooth and natural as possible. Our program will involve all children taking part in classroom activities. Children will also have the opportunity to meet students from Grade 4 and learn more about our playground.

All children enrolled for Foundation in 2021 are invited to the school for three one hour sessions which will see them being involved in a range of school activities designed to make them comfortable with the school, its facilities, staff and students. Children in other levels will be invited to a two hour transition session at the end of the year.

These sessions will take place in late November/early December 2020. During the orientation program for your children we will also have information sessions for parents. These will look at school readiness and preparing your child for school, information session about Bell Park North PS and speakers of special interest. Please join us on the Orientation Days so we can have a cuppa together and you can get to know the school better.

The opportunity will also be available for parents to make an appointment to pass on more specific information to the school about the needs of individual children.

It is vital that children are enrolled well before November 2020 in order to participate in this program, so please return your enrolment forms as soon as possible.

We look forward to meeting both you and your child and building a relationship that will see them settle quickly and flourish.

## **IMPORTANT NOTICE TO ALL PARENTS**

Teachers are often at school well before and after the first and last session of the day. Teachers are involved in meetings, discussions, planning and preparation during these non-contact hours. It should be noted that teachers' responsibility to the children is between 8.45am and 3.25pm.

The school encourages open communication between parents and teachers so if something has happened that may affect your child at school it is important to let us know. However approaching a teacher during class time without a pre-arranged appointment is not appropriate due to their classroom responsibilities and duty of care to the children. Please make an appointment with your child's teacher via the student diary, or by phoning the school. Meetings can be arranged at a mutually convenient time with prior notification.

## **PARENT TEACHER COMMUNICATION**

Parents are welcome to contact teachers at any time to discuss their child's progress. Please ask your child's teacher for a suitable time to meet with them, as teaching and other school commitments may mean that they are not available during the day. The formal interview schedule is as follows:

- |            |  |
|------------|--|
| Term 1     | Sharing of classroom displays at an open afternoon for parents.<br>Parent/Teacher/Student information sharing sessions. Academic progress is not discussed in these meetings.  |
| Term 2     | A three way conference, with your child in attendance to discuss his/her half year school report   |
| Term 3 & 4 | Three way conferences by request only. (Either parents or teachers may request a conference) <ul style="list-style-type: none"><li>➤ Parents are most welcome to request appointments with the Principal at any time.</li><li>➤ Individual Learning Goals are set each term and parents can access theses on the COMPASS portal.</li></ul> |

## **NOTICES/DIARIES**

Please check your child's bag each night for notices. If you are not sure about anything please phone ☎ 5278 3548.

A weekly newsletter will be published and given to the youngest member of the family on Thursdays. This newsletter keeps the community informed about school activities. The newsletters are also available on our school website [www.bpnps.vic.gov.au](http://www.bpnps.vic.gov.au) along with other information about our school.

Each child has a diary, which is a two-way communication book between school and home. This is another way for parents and teachers to communicate with each other for appointments, any concerns, or sharing any information. Please check your child's diary on a daily basis.

## **MORNING FITNESS SESSION**

The whole school participates in a fitness session every Tuesday, Wednesday and Thursday morning from 8.50 – 9.00 am.

## **SCHOOL RECESS AND LUNCH TIMES**

8.50am – 9.00am	Classroom Administration (Children & Teachers are in the classroom)
9.00am – 11.00am	Classroom Program
11.00am – 11.20am	Morning Recess
11.20am – 1.20pm	Classroom Program
1.20pm – 1.30pm	Lunch eaten in classrooms
1.30pm – 2.10pm	Lunch Recess
2.10pm – 3.10pm	Classroom Program

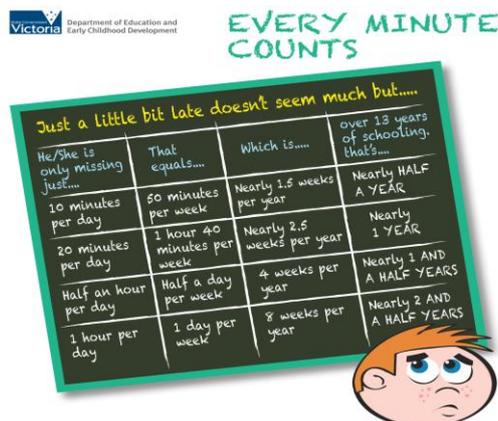
## **ATTENDANCE**

### **“Every Minute Counts” (It’s Not Okay To Be Away)**

It is important that if your child is not sick that they are at school. Research has shown that continual absences do impact on their learning. Home is the place for a sick child, as the school does not have facilities to look after sick children.

It is necessary for the school to receive a written explanation for all absences. In the case of an extended illness, family holiday, or visit overseas, parents should provide a written explanation for the expected absence, including dates, before leaving.

The school has a duty of care to follow up unnecessary or unexplained absences and to act accordingly within Department of Education & Training guidelines.



## WAYS TO HELP US HELP YOUR CHILD AT SCHOOL

- If you are late or need to collect your child early, it is essential to come to the General Office, sign them in or out, and collect a pass before going to the classroom.
- Lost property is a real issue so please ensure that all your children's items are clearly labelled. We suggest that clothing is named on the band as well as the tag as tags can be cut off.
- We acknowledge that children sometimes want to bring special things to school for morning news/sharing time. Please arrange with the teacher an appropriate time/day for this. This avoids heartache if the special item gets broken.
- **Mobile phones, MP 3 Players and iPods are NOT ALLOWED at school. *If you believe it is necessary for your child to carry a mobile for a particular reason, then you MUST contact the Principal to discuss your individual circumstances.***
- New government regulations require for mobile phones bought to school to be locked away safely at the office.
- Ensure that your contact details and your emergency contacts are always current. It can be extremely distressing for a sick child if we cannot contact someone.

## START RIGHT PROGRAM

To start the year smoothly at Bell Park North Primary School, classes commence with the Start Right Program. Children and teachers work collaboratively in developing agreed routines and expected behaviours for their class and discussing the different ways individuals within a group can help themselves and others have a great year. The start of school year program includes regular healthy snack breaks, group tasks and a whole school fitness program.

The focus for us at school during these first days is on developing positive relationships with each other. Educators know that children learn best when they are in a safe, secure, encouraging and stimulating environment. The Start Right program establishes an environment for this to happen most effectively.

All members of the group, class or school have a responsibility to work together in a cooperative and supportive manner. This means that whilst children are supported to make wise and sensible choices, they are also expected to take responsibility, in keeping with their age and readiness, for the choices they make in class and in the yard each day.

Over a two year, cycle classes will spend a term concentrating on each value, whilst still practising the other values. The whole school cycle is:

	<b>2021</b>	<b>2022</b>
<b>Term1</b>	Friendship	Friendship
<b>Term 2</b>	Respect	Never Give Up
<b>Term 3</b>	Integrity	Do Your Best
<b>Term 4</b>	Equality	Safety

## ASSESSMENT AND REPORTING

- Teachers currently assess and record students' progress against the Victorian Curriculum Standards.
- 3-Way Conferences with teacher/parents/student will be conducted twice yearly (early Term 1 and midyear).
- Reporting will be 'progressive' throughout each term, with 'Learning Tasks' pushed out regularly; through the COMPASS portal. Your child's learning goals and strategies for each term will also be pushed out. It is important that you look at these goals with your child and revisit them regularly.
- A 'Summary Report' will be provided to parents in June and December through the COMPASS portal.
- Parents are able to discuss these learning tasks, summary reports and see samples of student work when they attend the 3-Way Conferences.
- Students are included in the 3-Way Conferences as key stakeholders in the reporting/goal setting process.
- An annual report on aspects of school and student progress will be presented to the School Council at the Annual General Meeting and become available to members of the school community.
- Individual Learning Goals are set each term and parents can access these on the COMPASS portal. It is important that you look at this with your child and revisit them regularly.

## **TEACHING AND LEARNING**

### **Inclusive and Engaging Curriculum**

Cultural and Artistic	Sporting and Leisure	Educational Enrichment	Community Involvement	Specialist Subjects
<ul style="list-style-type: none"> <li>• Theme Days</li> <li>• Visiting artists/performers</li> <li>• Concerts</li> <li>• Incursions</li> <li>• Excursions to live theatre/music festival</li> <li>• Pako Festa</li> <li>• LOTE</li> <li>• Cultural Diversity Day</li> </ul>	<ul style="list-style-type: none"> <li>• Bike Ed</li> <li>• House Sports system</li> <li>• Camps</li> <li>• Buddies</li> <li>• Swimming program</li> <li>• Fitness program</li> <li>• Jump Rope for Heart</li> <li>• Perceptual Motor P Skills</li> <li>• Sports clinics</li> <li>• Lightning premierships</li> <li>• Cross country</li> </ul>	<ul style="list-style-type: none"> <li>• Book week</li> <li>• Life Ed Van</li> <li>• Drug Ed</li> <li>• Puberty in Primary Schools (PiPS)</li> <li>• Robotics</li> <li>• STEM Program (3-6)</li> <li>• Developmental Curriculum</li> <li>• (Play Best) (F-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Special lunch days</li> <li>• Open Days</li> <li>• Education Week activities</li> </ul>	<ul style="list-style-type: none"> <li>• Multi Modal Literacies (Library &amp; Digital Technologies)</li> <li>• Physical Education</li> <li>• The Arts</li> <li>• LOTE (Japanese)</li> </ul>

## **YOUR CHILD AND LEARNING SKILLS**

### **Parent Participation**

We will endeavour to build a strong home/school partnership and we invite parents to assist with school programs. We believe that children's learning is enhanced by parent assistance in taking individual and small group activities such as writing children's dictated stories, putting up displays, producing learning aids, typing and reading to students.

### **Reading Skills**

Children learn to read the same way as they learn to speak, gradually, with lots of practise and encouragement. A strong home/school partnership is essential for a child's growth as a reader and writer.

Research has shown that the parent's role is essential in instilling in the child the desire to read. Children whose parents have encouraged a love of reading at home have far greater success with formal reading at school than those children who have not been exposed to books and given a love of literature. This can be achieved by parents and children sharing the wonder and excitement of literature, reading stories together, discovering interesting words in signs, shop displays and magazines and ensuring that there is ready access to many forms of reading in the home.

Success in reading depends on the way the child feels and works, uses words, sees likenesses and differences, understands what is seen and uses information that has been learnt from experience. At Bell Park North Primary School, a commitment to teaching reading is fostered through a daily one hour Reading session with small guided group instruction and daily home reading to practise these new skills.

Reading at home is rewarded with certificates presented at school assemblies each week and the Reading Recovery program is offered in grade one to assist those children who need additional support when learning to read and write. Parental support is paramount to the child's success in this program.

A child needs experience in expressing ideas in conversations with parents, relatives, playmates and friends. Encouragement is needed to make discoveries in the environment and have some knowledge of the wider world. Bell Park North Primary School provides many opportunities for children to develop their oral; language skills such as Developmental Curriculum, short presentations during assembly, Junior School Council, STAR groups and debating teams.

## Writing Skills

Children are encouraged to write as soon as they come to school and will write in a daily one-hour writing program. This doesn't mean our expectations are for total accuracy in letter formation or spelling. These skills will be learnt as children develop confidence and acquire knowledge about letters, words and sentences.

It would be helpful if children can recognize and write their own name (using a capital letter and then lower case letters). To assist children in writing names, here is a sample of the Victorian Modern Cursive alphabet:

### VICTORIAN MODERN CURSIVE

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

1 2 3 4 5

6 7 8 9 0

## **MATHEMATICS**

At Bell Park North Primary School, we believe that mathematics is an integral part of our world. It is imperative that we assist students to develop the necessary mathematical skills that will enable them to participate confidently and competently in mathematical situations encountered in everyday life-for their own benefit and that of society. The rapid developments in technology demand an understanding of mathematical proficiencies; fluency, understanding reasoning and problem solving.

At Bell Park North Primary School, our Mathematics program aims to:

- Develop a sense of enjoyment and appreciation of Mathematics and for students to have a positive attitude towards the learning of mathematics and an enthusiasm for the subject.
- Have students achieve in Mathematics through high expectations and strong support.
- Allow students to learn Mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- Provide students with quality tasks promoting understanding, reasoning, problem solving and fluency.
- Have a differentiated approach, to cater for all individual's needs.
- Assist students to develop an understanding that Mathematics is an activity requiring observation, representation and application of patterns.
- Have students identify mathematical relationships (spatial, numerical and logical) and see their relevance to everyday life.
- Have students carry out practical activities involving measurement, estimation and calculation.
- Have students use money in everyday situations.
- Have students read and record mathematical statements using correct terminology and symbols.
- Have students interpret diagrams, charts, graphs and tables.
- Help students acquire mathematical knowledge, reasoning skills, strategies and the confidence to use mathematics effectively in society.
- Equip students with the ability to use mathematics to solve problems individually and collaboratively.
- Assist students in developing appropriate vocabulary to effectively communicate mathematical ideas.
- Develop students' confidence and competence in the use of mathematical tools and strategies, which will assist them in investigating mathematical ideas.
- Help students to develop a realisation that Mathematics is relevant to them personally and to their community, it is a part of their everyday lives.
- Encourage students to appreciate the relationship of Mathematics to social and technological change.
- Provide students with time to share and reflect their learning.
- Individualise learning through differentiating tasks according to pre-testing each unit of work.
- Utilise the Essential Assessment program to provide clear and timely feedback to students and parents.

## **AUSTRALIAN DEVELOPMENTAL CURRICULUM: PLAY AND PROJECT BASED LEARNING**

### **Key beliefs and principles**

The play and project based philosophy places the child at the centre of curriculum planning and expectations. Childhood is a unique stage of the human lifecycle, and children, particularly in the early childhood years (birth to 8 years), reflect unique biological characteristics that have implications for how they learn:

- each child has his/her own rate of development and influences from home and society that impact on learning
- not all children will be able to learn the same thing at the same time in the same way
- development, while generally sequential, varies between children of the same chronological age With this in mind, teachers still plan and work towards objectives and expectations, but a predetermined outcome is not set.

The play and project based learning philosophy recognises that family, community and society are integral to children's understandings and learning. In order for meaningful learning to take place, teachers plan experiences that reflect children's lives and present these in ways that reflect the child's stage of development.

Teachers carefully create a learning environment that takes into consideration the fact that not all children will be interested, or able to engage in the same topic or project. Teachers provide many opportunities for children to learn through their own interests as well as some introduced by the teacher and are assessed against the Victorian Curriculum Standards.

In addition to skills and understandings, the heavy influence of the five developmental domains (Emotional, or affective; Social; Cognitive [thinking]; Language; Physical) is taken into account when planning teaching and learning experiences.

(Information taken from: Walker, K. (2007). Play Matters. Engaging Children in Learning: The Australian Developmental Curriculum. A play and project based philosophy. Camberwell, Victoria: ACER Press.)

## **PEER SUPPORT**

At Bell Park North Primary School we are proud to offer the Peer Support Program in term 1 each year. Senior students are trained to be the Peer Leaders ahead of the implementation of Peer Support across the school. Multi-age groups meet each week for the term, for about 30 minutes.

The Peer leaders continue to meet weekly with their teacher facilitator, ahead of this session, to prepare for the learning focus for that week.

The aims of the program include

- Supporting students to develop their leadership skills.
- Enhancing a positive school culture.
- Empowering young people to support each other.
- Providing an opportunity for senior students to make a positive contribution to their school and community.

The outcomes that can be expected from Peer Support include:

- Building positive relationships
- Developing a range of communication and organisational skills
- Enhancing sense of wellbeing
- Taking personal responsibility
- Fostering lifelong learning
- Developing key concepts such as 'getting along' and 'problem solving'
- Encouraging participation

Modules focus on

- Relationships
- Optimism
- Resilience
- Values





Be You is a national initiative for educators; aimed at promoting and protecting positive mental health in children and young people. Be You supports children from early years to 18 years of age.

At Bell Park North Primary School, we achieved recognition as a KidsMatter school in 2018. Towards the end of 2018, KidsMatter was integrated into Be You. Therefore as a school we are now in a transition phase, transitioning from KidsMatter to Be You.

Be You is a framework, that provides a structure for professional learning and the actions schools can take to implement a whole learning community approach to mental health and wellbeing.

There are five domains in the Be You framework, see diagram that explains these, they are:

- Mentally healthy communities
- Family partnerships
- Learning resilience – this is where our Bounce Back, Peer Support and any other social and emotional learning we undertake fit.
- Early support
- Responding together

Be You does have an Action Team, which will comprise of staff and parent representation. The Action Team drives the Be You initiative within the school environment.

For further information, there is the Be You website: <https://beyou.edu.au>



## **STEM Program**

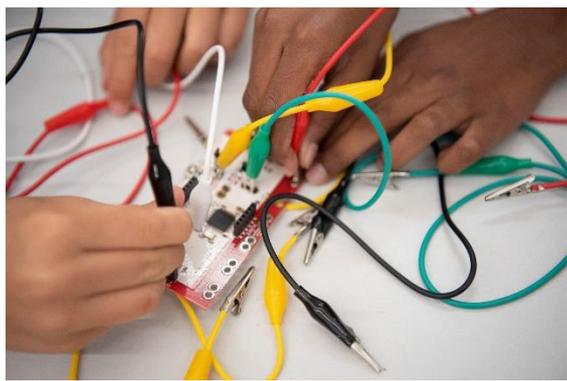
At Bell Park North Primary School (BPNPS) we are committed to meeting the needs of all students through a comprehensive, modern curriculum. All students should be given the opportunity to develop to their full potential across the full range of learning areas.

Science, Technology, Engineering and Mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a knowledge-based economy and a rapidly changing world.

Development of STEM skills at all stages of life inspires curiosity and creativity and drives innovation and growth throughout the lifespan. Through an exciting and engaging STEM education, learners of all ages can acquire skills that will give them an edge; so they can be smarter and more innovative, and use new and emerging technologies to solve problems and extend their knowledge and understanding.

The regular classroom provides an environment for appropriate challenges. To support further student development, BPNPS also provides a STEM Program that provides opportunities for high potential, talented and interest specific groups of students to experience additional challenges. The program is structured in a way which allows for multi-age, ability based and learning area based STEM learning.

Our STEM curriculum choices and decisions are informed by the curriculum planning guidelines and in particular sections related to 'recognising and responding to diverse student needs.'



## **SCHOOL CAMPS**

The school provides a camping program each year for children from Years 2 to 6. Camps give the children valuable experiences such as:

- social interaction and leadership development away from the usual school setting.
- providing first hand educational experiences.
- community living.
- promoting co-operation and independence in a group situation.

### **Year 5/6**

Maldon Derby Hill Bluelight Youth Camp (2020) or Melbourne (2021)

### **Year 3/4**

Wombat Corner (2020) or Sovereign Hill (2021)

### **Year 2**

Sleepover at School

### **Year 1**

Pre-camp experience at school

## **EXCURSIONS**

Throughout the year all children are given the opportunity to participate in school excursions. Each excursion is related to the school curriculum and it is important that all children be given the chance to attend so that they are able to benefit from, and participate in, follow-up class work.

All excursion costs are included in the Student Activity Levy.

An Excursion Permission Notice will be given to each child for each school excursion. For legal reasons **NO** child will be permitted to attend any excursion without the permission note signed by a parent/guardian.

## **STUDENT ENGAGEMENT STRATEGIES**

### **Universal strategies**

- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
- Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.
- All students will have the opportunity to participate in a social and emotional learning curriculum program, 'Bounceback', which focuses on building resilience.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council and other more informal mechanisms.

### **Targeted strategies**

- All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
- School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.

Relevant teaching staff will apply a trauma-informed approach (using [Calmer Classrooms: A Guide to Working with Traumatized Children](#), and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.

### **Individual strategies**

- Strategies to support attendance and engagement of individual students include:
  - Meet with student and their parent/carer to talk about how best to help the student engage with school
  - Establish a Student Support Group.
  - Seek extra resources under the Program for Students with Disabilities for eligible students
  - Develop a Behaviour Support Plan and/or Individual Education Plan.
  - Consider if any environmental changes need to be made, for example changing the classroom set up.
  - Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services
  - Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies

## RESTORATIVE PRACTICE

At Bell Park North Primary School we use the Restorative Practice approach to managing student welfare. The program involves a shift from a punitive to a restorative approach to help students understand restorative principles in terms that are meaningful to them. To communicate the philosophy effectively to children we emphasise key messages such as:

- We must take responsibility for the wrong things that we do.
- We need to think about why we do things when we do them.
- We must understand how other people are affected by our wrongs.
- We must fix things up after we have done wrong.

A restorative approach to conflict or wrongdoing consists in asking four key questions:

1. What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things differently in the future?

By using the Restorative Practice approach, we are able to achieve:

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to each other.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect and not further disconnect young people.
- Reductions in fixed term and permanent exclusions.
- A greater confidence in the staff team to deal with challenging situations.
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.

National Centre for Restorative Justice in Youth Settings (2007) [www.transformingconfid.org](http://www.transformingconfid.org)

*Positive behaviours are rewarded each term with children with one or less agreements participating in a special activity.*

**Bell Park North Primary School F-6** 

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*Expected Behaviours*

- 1. Act safely at all times.**
- 2. Respect yourself and others.**
- 3. Be responsible for your own actions.**
- 4. Always be honest.**
- 5. Always try your hardest to achieve your personal best.**
- 6. Care for others.**
- 7. Respect and understand we are all different.**
- 8. Zero tolerance towards bullying.**
- 9. Pause Plan & Proceed.**



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A full copy of the Student Engagement Policy is available from the school.

## **SCHOOL COSTS**

The Student Activity Levy covers all excursions and performances that your child attends away from school and all performances and visits to the school.

The Materials & Requisites Levy covers extra materials your child uses in the classroom including pens, pencils, textas, tissues, paper, exercise books, printer cartridges, craft supplies and magazines. In total, if we asked parents to supply or purchase these items and send them to school it would cost well over \$150.00.

<b>Costs for 2020</b>	<b>Student Activity Levy</b>	<b>Materials &amp; Requisites Levy</b>
Year Foundation – 4	\$110.00	\$110.00
Year 5 & 6	\$110.00	\$110.00

Student Activity and Materials and Requisites Levies are charged in accordance with Department of Education and Training policy. They are not a voluntary contribution.

**EFTPOS is available at the General Office.**

## **CAMPS, SPORTS, EXCURSION FUND (CSEF)**

The Camps, Sports and Excursions Fund (CSEF) commenced in 2015 and will provide payments for eligible students to attend camps, sports and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. \$125 per year is paid for eligible primary school students. A special consideration eligibility category also exists. Payments are made directly to the school and are tied to the student.

CSEF applications will open from Term one 2020. The program will again be promoted to families via school newsletters and websites.

Parents or legal guardians are required to submit a new CSEF application form each year.

At Bell Park North PS we will use the CSEF to cover your student activity levy, with balances then used for camps or swimming by negotiation with parents. Balances that are not used, will be carried forward to the following year, or sent to the new school if the family leaves BPN.

## **STUDENT BANKING**

Students may open a Commonwealth Bank Dollarmite Account. Accounts can be opened online or in your local Commonwealth Bank Branch. Bank day is Tuesday and deposits should not be brought on any other day. Our school receives commission for each deposit we process, and for each new account opened through us.



## **PARENT HELPERS**

Parent helpers are always welcome at Bell Park North Primary School. Some of the areas we require help in are: Canteen, Library, classroom helpers, sports days and many more. If you are interested in helping in any way, please see either your child's teacher or call in to the general office and leave your name.

Please note: **ALL PARENT HELPERS MUST HAVE A CURRENT WORKING WITH CHILDREN CHECK.** These are FREE for volunteers. You can apply online at <http://www.workingwithchildren.vic.gov.au/>. You complete the online form, print it and take it to the post office with 100 points of ID and a passport photo for processing. You will be issued with a receipt on the spot. Processing takes several weeks and you will receive a WWCC card which you should carry with you when you volunteer.

We especially need volunteers in the Canteen and the Library.

## **HEALTHY EATING AT SCHOOL**

We acknowledge that there are long breaks between breakfast and lunch. To combat this children are allowed and encouraged to have a fresh fruit snack at 10am and a fresh vegetable snack at 12.20pm (mid-session). With normal snacks and lunches at recess and lunchtime children should have no trouble maintaining their energy levels for the whole school day!

Some suggestions are:

- 10am: A piece of fresh fruit (apple, banana, pear, grapes, berries, melon slices etc.)
- Recess: Muesli/fruit bar, small pack of two fruits or jellied fruit etc., crackers, muffins, yoghurt
- 12.20pm: Fresh vegetables (carrot, broccoli, celery cucumber etc.)
- Lunch: Sandwiches, wraps, salads, muffins etc.

Remember, these are suggestions only. You need to discuss with your child what they are happy to eat and also occasionally include a special treat for recess or lunch. Our school canteen provides a wide range of healthy snacks and meal options.

As children will eat their 10am and 12.20pm snacks at their desks, we ask that these be provided in an easy to eat way, so as to allow them to continue working while they are eating. Things like dips etc. are better at recess or lunch times when they will have more time to eat.

We are trying to cut down on the amount of rubbish on the school grounds, so we ask that children bring their snacks in plastic containers which are taken home again at the end of the day, rather than the commercial packaging which all too often does not make it into the bins.

At 10.55am children will be able to start eating their playlunch at their desks so they can put their rubbish in the bin in the classroom.

*Children may have a drink bottle on their desk at all times.* Only water is allowed during class time. Bottles can be re-filled at recess or lunchtimes if necessary.

**As we are a healthy eating school we ask that parents pack a healthy lunch and snacks for their children and that soft drinks and fast foods are not brought to school.**

## **CANTEEN**

Our school canteen operates on Wednesday, Thursday, and Friday. There is an extensive menu which focuses on providing healthy options. All children will be provided with a copy of the menu several times a year. To order from the Canteen write your order on a paper bag, place money inside the bag and put in the basket provided in each classroom in the morning (paper bag can be provided at the Canteen for 10c)

Healthy choices are highlighted on our menu using the following system:

- ☺☺ *Healthy Choices – choose every day*
- ☺ Choose carefully: should not be eaten every day

All dairy products are low fat

Only brown rice is used

All bread/rolls/wraps are wholemeal

### **THE CANTEEN OPENS ON WEDNESDAY, THURSDAY AND FRIDAY ONLY**

If you are interested in volunteering to help in the Canteen or for Breakfast Program, our Manager Mrs Susie Harvey would love to hear from you! Remember all volunteers require a current Working With Children Check.

***Please Note:*** Keeping in line with Healthy Eating Principles and Health and Safety guidelines parents will not be permitted to bring edible treats, including cakes, to school for birthday celebrations etc.

## **BREAKFAST PROGRAM**

Our school operates a Breakfast Program on Wednesday and Thursday mornings. Children are able to enjoy a variety of healthy breakfast foods between 8.00 – 8.45am in the George Briggs Gym. If you are interested in helping out with this program, please contact Mrs Susie Harvey, our Canteen Manager.

## **INCLEMENT WEATHER**

On days of excessive heat, or when it is raining children will be kept inside during recess and lunch times.

## **SAFETY**

Our school program is designed to develop safety habits in children. It is important for safety that your child should know:

- Their full name
- Address
- Telephone number.

It would be a good idea to support our program by reinforcing with your child the following habits:

- To travel directly between school and home.
- To stop and look both ways before crossing unsupervised streets.
- To always walk on the footpath.
- Not to accept rides or lollies from people they do not know.
- Not to run behind cars.
- Not to bring or wear to school articles that may cause accidents. e.g. thongs, etc.
- Not to wear inappropriate jewellery
- To leave the school ground straight after school and proceed home immediately.

- To use the school crossings and obey the instructions of the Supervisor. These people are doing your child a service and it's expected that they receive the fullest co-operation from both parent and child. Please make your child familiar with the correct procedure when using these crossings.

Correct crossing procedure:

- Stop at crossing and wait for the supervisor to blow a whistle twice.
- Children then walk to the other side.
- Supervisor blows one whistle to indicate to traffic that every child is safely across the road.

Our two main school crossings are at Barton St and Anakie Rd. They are supervised by traffic attendants from 8.00am - 9.00am and 3.00pm - 3.30pm.

To help manage children's safety parents are not to park or walk through staff car park.

## **RIDING BIKES**

On advice from VicRoads, the riding of bikes to school is only permitted by students in Grade 5 and 6. Grade 4 students may ride their bikes to school once they have commenced the Bike Ed program. Other students may also ride their bikes to school if they are accompanied by an adult.

Children who ride bikes or scooters to school must be wearing a helmet for their own safety. If a child does not have a helmet, they will not be allowed to ride or scoot home. An adult will be called to come and collect the child and their bike or scooter.



## **ACCIDENTS & ILLNESS**

In case of an accident or illness we will notify the parent by telephone. If we are unable to contact you, we will notify your emergency contact, before seeking medical or other help. If you are unavailable appropriate action will be taken. This will include calling an ambulance if necessary. It is important that all family records, such as change in address or telephone number, are kept up to date at the office for this reason. It is also important to have an emergency contact other than yourself who can be contacted if you cannot be reached. Ambulance cover is advisable due to high costs. The school will not meet ambulance or other medical costs.

## **INFECTIOUS DISEASES IN SCHOOLS**

The Principal is required to exclude children according to the following table, under the Health (Infectious Diseases) Regulations 1990. Note that the Regulations require the parent or guardian to inform the principal as soon as practicable if the child is infected with any of the diseases listed in the table or has been in contact with an infected person. It should be noted that in cases of diphtheria, typhoid and paratyphoid fever exclusion and determination of recovery will be matters for the municipal Medical Officer of Health.

"Contact" means child of school age or preschool age living in the same house as the patient, "patient" includes carrier and "school" includes any preschool centre, kindergarten, primary school or secondary school. A patient or contact shall be prevented from attending school unless conditions hereunder prescribed are complied with.



# UNIFORM POLICY

## BELL PARK NORTH PRIMARY SCHOOL

School Council, in consultation with the School Community has introduced a student dress code for the compulsory wearing of school uniform. This dress code has been in place for several years. All parents are made aware of uniform requirements when they enrol their children.

Parents are requested to ensure that their children wear the school uniform that is correct and is kept in a clean and tidy condition. Variations to school uniform are not permitted unless evidence is provided on medical or religious conditions.

### AT BELL PARK NORTH PRIMARY SCHOOL THE STUDENT DRESS CODE WILL:

- Promote and encourage a sense of belonging, identification and pride in our school.
- Assist with student safety and group security.
- Eliminate competitive dressing and unnecessary peer group pressure.
- Provide a neat and practical style of dress.
- Ensure new students are assimilated quickly.

## GUIDELINES

1. The Bell Park North Primary School Dress Code shall apply to all students while they are at school, travelling to and from school and on all school related activities unless otherwise specified by the school.
2. The school uniform must be worn correctly, in accordance with this policy. Parents should purchase only the listed, approved items from our approved supplier. Children who are not wearing school uniform, or are wearing items of clothing that are not approved will receive an 'Out of Uniform' note.
3. Thongs, open-toe sandals, scuffs, ugg boots, gum boots and platform soles are not acceptable footwear. Shoes must be secured on children's feet at all times.
4. Designer clothing such as Adidas, Nike etc. and printed t-shirts are not acceptable as approved school dress.
5. The Principal or delegate shall be responsible for ensuring that clothing, jewellery, footwear, sunhats; etc. meets appropriate standards in regard to student safety and overall student presentation and appearance, in line with this policy.
6. Parents/Guardians are responsible for ensuring their child/children are dressed in school uniform.
7. When a Parent/Guardian can demonstrate significant economic hardship that prevents him/her from complying with the dress code they can make application for special funds from the Principal.
8. Sun Smart broad-brimmed sunhats in the school colour are to be worn outside at all times from 1<sup>st</sup> September-1<sup>st</sup> May each year. In order to comply with Sun Smart regulations for the rest of the year, children should have their hats available, as they will be required to wear them when the UV levels are above 3, regardless of the month.
9. For safety reasons no jewellery is to be worn, with the exception of: a watch, sleeper or stud earrings in the ear only. Children will be asked to remove excessive and/or unsafe jewellery.
10. Make up and coloured nail polish is not to be worn. A clear nail polish is acceptable.
11. Colouring of students' hair is an acceptable practice as long as the colour is of a natural shade. In the event that hair is coloured an unacceptable shade then the parent/guardian will be called to collect the child and re-colour the hair to an acceptable colour.
12. Hairstyles of an extreme style are not acceptable. Examples of extreme hairstyles include shaved stripes, Mohawk or similar styles.
13. All students' hair, boys and girls, that is of shoulder length or longer must be tied back and off the face for health and safety reasons.

School Name / Department Bell Park North Primary School		Policy name Uniform Policy		Policy Ref. Number	
Owner: Bell Park North Primary School		Approved by: School Council		Date: 18/10/16	
				Version 1.0	
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Uniforms are available for sale at

**BELLARINE UNIFORMS**  
**162 Moorabool Street**  
**Geelong**

**ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME.**

**ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME.**

½ Zip Windcheater-Royal Blue/Navy, White piping with logo	\$48.50
Full Zip Windcheater (Jacket)-Royal Blue/Navy, White piping with logo	\$48.50
Track pants-Straight leg, reinforced knee	\$29.95
Polo shirt-Royal Blue/Navy, White piping with logo	
Short sleeve	\$29.50
Long sleeve	\$30.50
Trousers-Navy blue gabardine full elastic waist	\$36.95
Shorts-Navy blue gabardine full elastic waist	\$23.00
Culottes-Navy blue (NOT wrap around)	\$22.50
Dress-Blue/white stripe (worn with white socks only)	\$40.95
Pinafore/kilt-Royal/Navy/White check (worn with navy tights or white socks)	
Sizes 4-6	\$61.50
Sizes 8-10	\$63.50
Sizes 12-16	\$64.95
Coat-Navy blue, polar fleece lining with logo	\$50.95
<u>Hat-Royal blue, broad-brimmed with logo</u>	\$15.50
<u>School Bag-Royal blue with logo</u>	\$50.95

Assorted other items such as socks, tights, art smocks etc. are also available at Bellarine Uniforms.

\*\*All Prices include GST.

\*\*Prices are valid to 30<sup>th</sup> June 2020

\*\*Prices are subject to change

School Name / Department Bell Park North Primary School		Policy name Uniform Policy		Policy Ref. Number	
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# FIRST-AID POLICY

## BELL PARK NORTH PRIMARY SCHOOL

**Rationale:**

First aid is the first assistance and support when a person presents with an obvious or complained about injury or sudden health status change. All staff have a duty of care to ensure that any potentially life-threatening or long-term health deterioration consequences are identified as accurately as possible and stabilised while professional care is sought.

**Bounce Back**

*In the case of minor injuries/illness, in accordance with the school's 'Bounce Back' program to develop resilience, we encourage children to have a drink of water, sit quietly and wash their face and hands when they are upset, in order to assess the actual extent of the problem (eg pain in the stomach or bump into another student). All staff are encouraged to do this before seeking a qualified first aid person. If children are still in distress after this process, the staff member needs to send them to the office or staff room. (At recess and lunch time they are given a yellow peg from the yard duty bag.)*

**Principles**

- Staff need to be informed of all students' medical problems.
- All medication (except asthma inhalers) needs to be kept out of reach of children in a secure location at the General Office.
- All staff have a "duty of care" to all students.
- Every child has a right to feel safe.
- The school will ensure that there are staff with current first aid qualifications (minimum level 2)
- Staff at the school will be trained and updated at regular intervals (First Aid, CPR, Asthma, Anaphylaxis and other conditions as necessary.)
- At the start of each year, staff will be made aware of any student with severe medical conditions and appropriate training will be organised for all staff.

**Implementation and Guidelines:**

**Hygiene**

- Clean the work area, using disposable paper towels.
- Wash hands thoroughly with running warm water and soap or hand sanitizer and dry hands with air drier or disposable paper towels.
- Wear disposable plastic gloves at all times – consider all bodily fluids as potentially infectious.
- Change gloves after contact with material that may contain a high concentration of micro-organisms.
- Change gloves between "patients".
- Dispose of soiled gloves when handling soiled clothing, double bag clothing and seal the bag.
- Dispose of plastic gloves into designated waste bin.
- Wash hands thoroughly after removing gloves.
- Clean nasal discharge with paper tissues as they occur and dispose of tissues in an appropriate bin.
- Clean exposed surfaces appropriately.
- Wash hands.

**Yard Duty**

- Students requiring first aid at recess or lunch time will be given a peg and sent into the staff room. If the teacher on yard duty requires assistance outside they will contact the office by yard duty phone.
- Photos of children with severe conditions will be placed in the yard duty bags, as well as displayed in the sick bay.

School Name / Department Bell Park North Primary School		Policy name First-Aid Policy		Policy Ref. Number	
Owner: Bell Park North Primary School	Approved by: School Council	Date: [Month, Day, Year]	Version 2.0 (End of 2017)	Page 1 of 3	

## Parent Responsibilities

- Medical details will be provided by parents on enrolment, and as they are available.
- Parents of children with Asthma will be asked to complete an Asthma Management Plan in conjunction with their child's doctor. A copy of this will be kept in the office and also provided to the class teacher.
- Parents of children with other medical conditions will be asked to provide further details, (particularly of allergies), including treatment required.
- Parents of students who require medication to be administered at school will be asked to provide details and complete a medication permission form.
- Parent/guardian is responsible for providing medications in the appropriate, clearly labelled dosette.
- All medication must be handed into the office at the beginning of the school day (or week) unless other arrangements have been made. (Excluding asthma)
- Parents must notify the school of any infectious diseases and to observe the Department of Health exclusions periods. <https://www2.health.vic.gov.au/about/publications/researchandreports/Minimum%20Period%20of%20Exclusion%20from%20Primary%20Schools%20and%20Childrens%20Services%20Centres%20for%20Infectious%20Diseases%20Cases%20and%20Contacts>

## Head Injuries

- Children with head injuries should be sent to a first aid person, who will seek a second opinion from another first aid person or the Principal.

## Asthma

- Parents of children with Asthma will be asked to complete an Asthma Management Plan in conjunction with their child's doctor and a copy of this will be kept in the office and also provided to the class teacher.
- Children will keep their appropriate inhaler/spacer in the classroom so that it is immediately accessible when they need it.

## Anaphylaxis & Allergies

- Parents are expected to inform the school in writing of any allergies known.
- Parents of children with Anaphylaxis will be asked to complete an Anaphylaxis Management Plan in conjunction with their child's doctor and a copy of this will be kept in the office and also provided to the class teacher.
- Epipens will be kept in an easily accessible location.
- Other medication will be kept in a secure location at the general office.

## Other Medical Conditions

- Parents of children with other medical conditions will be asked to provide further details, particularly allergies, including treatment required.

## Band-Aids

- At Bell Park North PS we stock the Sick Bay and our portable First Aid kits with Rapaid Latex free strips, Healbrand adhesive island dressings and Coverplast Classic adhesive dressing.
- At school we have the expectation that if your child is allergic to anything, including these products, you will inform us in writing.
- If children are allergic to both of these products, parents will provide a suitable alternative to be kept in the Sick Bay for their child's exclusive use. All staff are made aware of these circumstances.

## Headlice

- The onus remains with parents to regularly check their own children's hair, and undertake appropriate treatment where lice or eggs are found.
- Children found with head lice will be sent home until appropriate treatment is commenced. Further information is contained later in this document.
- Parents will be asked to sign a permission form for headlice checks to be carried out when they enrol their children at Bell Park North PS.
- In cases where live lice are found, the school will contact parents to arrange for the child to be collected from school. Children may return to school after appropriate treatment has commenced.
- All parents are strongly encouraged to seek appropriate professional advice and to meticulously follow this professional advice when headlice are evident.

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- The school is aware that this can be a sensitive issue and is committed to maintaining student confidentiality and avoiding stigmatisation.
- The inspection of students will be conducted by school staff.
- A letter will be sent home to all students periodically notifying them that a case of headlice has been found and to check their own children's hair and what treatments are available. Due to confidentiality the name of the student WILL NOT be in the letter. Notices will also be included in the school newsletter.
- Please note that current Victorian Health Department guidelines require that where a child has head lice, that child should not return to school until appropriate treatment has commenced. The presence of eggs in the hair does not require exclusion, but parents will be contacted so that they can take appropriate steps to remove the eggs before they hatch.

### **Procedures/Record Keeping**

- The Business Manager and/or other first aid persons will be responsible for administering the medication at the designated time.
- First aid qualified staff are rostered on each day and will take care of all first aid required during recess and lunch times. They will be located in the staff room.
- Students who require first aid attention during class time will be sent to the office unless an emergency.
- All first aid (including Band-Aids and other simple remedies needs to be documented in the sick bay.)
- Information is recorded in duplicate books in the sick bay (a copy is sent to parents) and CASES 21.
- In addition, an accident report will be completed for more serious injuries, and Emergency Management notified if required.
- Information will be provided to class teachers, and first aid personnel.
- Parents of students who require medication to be administered at school will be asked to provide details and complete a medication permission form.
- Minor injuries will be classified as a "pinprick" cuts/grazes requiring only cleaning with water and a Band-Aid.

### **Sending Children Home**

- The school is not equipped to deal with long term care of sick children, so every effort will be made to have sick children collected from school as soon as possible.
- A First Aid person and/or the Principal will decide whether someone needs to be sent home due to illness or injury.
- Contact parent/guardian or emergency contact.
- Person collecting the child must sign "Late Arrivals/Early Departures" book.
- If no one can be contacted, leadership staff will; decide in conjunction with first aid staff on a course of action (e.g. call ambulance/seek medical advice)

### **Procedure for Calling an Ambulance**

- A first aid qualified person will assess the child and stay with them or if the yard duty person assesses the urgency of calling an ambulance he/she may make the call.
- An ambulance will be called at the discretion of the first aider/Principal.
- Every effort will be made to contact the child's parent/guardian or emergency contact.
- The ambulance officers will need to know if the child has ambulance cover. (This information is available from office staff)
- The school is not responsible for any ambulance/hospital costs, or any other medical costs.

This policy will be reviewed along with Anaphylaxis Policy February 2017 and First Aid Policy including Medication and Asthma March 2017.

Further information to assist is available on the DET website:

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/firstaidneeds.aspx>

<http://www.education.vic.gov.au/school/principals/health/Pages/anaphylaxischools.aspx#link65>

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/medication.asp>

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# Treating and Controlling Head Lice

While children are at school many families will have contact with head lice. The information contained here will help you treat and control head lice.

## Catching Head Lice

Head lice have been around for many thousands of years. Anyone can get head lice and given the chance head lice move from head to head without discrimination.

Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. Head lice only survive on humans. If isolated from the head they die very quickly, usually within 24 hours.

People get head lice from direct **hair to hair contact** with another person who has head lice. This can happen when people play, cuddle or work closely together.

Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

## Finding Head Lice

Many lice do not cause an itch, so you have to **look carefully to find** them.

Head lice are found on hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff, but can't be brushed off.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

- |               |  |
|---------------|--|
| <b>Step 1</b> | Comb any type of hair conditioner on to <b>dry, brushed (detangled) hair</b> . This stuns the lice and makes it difficult for them to grip the hair or run around. |
| <b>Step 2</b> | Now comb sections of the hair with a fine tooth, head lice comb.   |
| <b>Step 3</b> | Wipe the conditioner from the comb onto a paper towel or tissue  |

<b>Step 4</b>	Look on the tissue and on the comb for lice and eggs.
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<b>Step 5</b>	Repeat the combing for every part of the head at least 4 or 5 times.
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If lice or eggs are found, the child's hair should be treated.

If your child has been treated recently and you only find empty hatched eggs, you may not have to treat as the empty eggs could be from a previous episode.



## Head Lice Eggs

Head lice eggs are small (the size of a pinhead) and oval. A live egg will 'pop' when squashed between fingernails.

Dead eggs have crumpled sides and hatched eggs look like tiny boiled eggs with their tops cut off.

To optimise treatment remove as many eggs as possible.

## Head Lice Combs

Combs with long, rounded stainless steel teeth positioned very close together have been shown to be the most effective, however, any head lice comb can be used.

## Treating Head Lice

Concentrate on the head – there is **no evidence** to suggest that you need to clean the house or classroom.

Head lice products must be applied to **all parts of the hair and scalp**

**No treatment kills all of the eggs** so treatment must involve two applications seven days apart. The purpose of the first treatment is to kill all lice, the second treatment is to kill young lice hatched over the next six days.

Cover the person's eyes, for example with a towel, while the treatment is being applied.

If you are using lotions, apply the product to dry hair.

For shampoos, wet the hair, but use the least amount of water possible.

Apply the treatment near the scalp, using an ordinary comb to cover the hair from root to tip. Repeat this several times until all the hair is covered.

If you choose not to use an insecticide, the conditioner and comb method can be used every second day until there have been no live lice found for ten days.

There is no need to treat the whole family, unless they also have head lice.

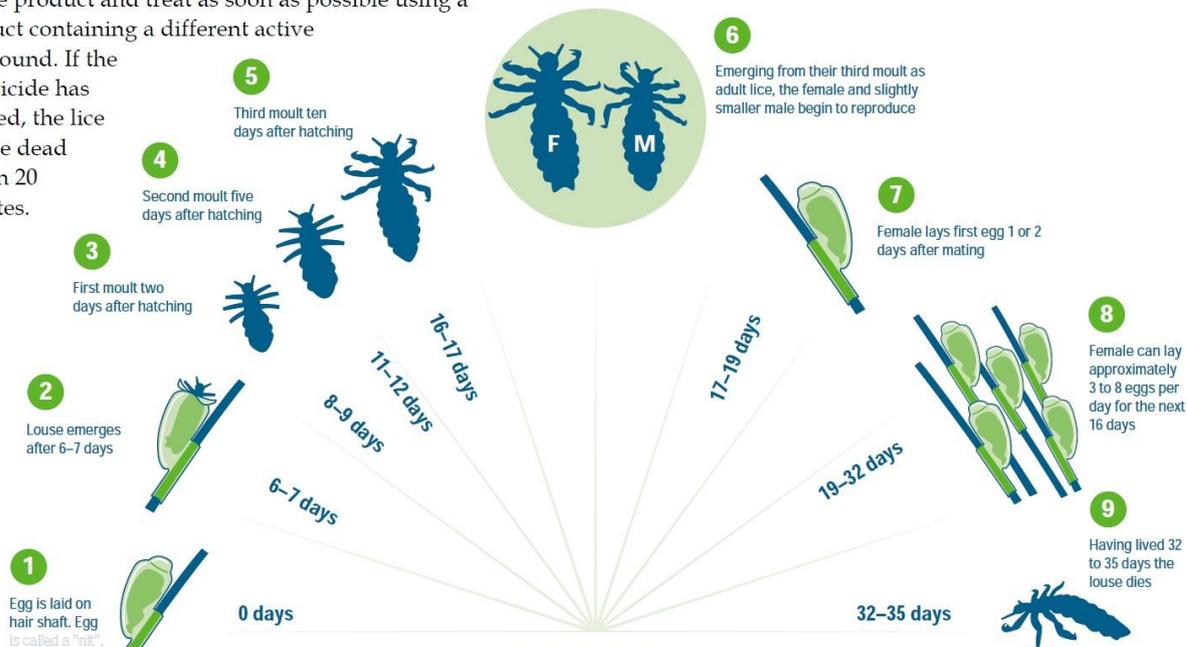
Only the pillowcase requires special laundering; either wash it in hot water (at least 60°C) or dry it using a clothes dryer on the hot or warm setting.

## Testing Resistance

Head lice products belong in one of the following categories depending on the active compound they contain:

- Pyrethrins
- Synthetic pyrethroids (permethrin and bioallethrin)
- Organophosphates (maldison or malathion)
- Herbal, with or without natural (non-chemical) pyrethrins.

Insecticide resistance is common so you should test if lice are dead. If they are, treat again in seven days using the same product. If the lice are not dead, the treatment has not worked and the lice are resistant to the product and all products containing the same active compound. Wash off the product and treat as soon as possible using a product containing a different active compound. If the insecticide has worked, the lice will be dead within 20 minutes.



Produced by the Victorian Government Department of Human Services, January 2001 (0831000)

Any head lice product could cause a reaction and should be used with care by women who are pregnant or breastfeeding, children less than 12 months and people with allergies, asthma or open wounds on the scalp. If you are unsure, please check with your Pharmacist or Doctor.

## Preventing Head Lice

There is no product available to prevent head lice. Using the **conditioner and comb method once a week** will help you detect any head lice early and minimise the problem. Tying back long hair can help prevent the spread of head lice.

## Regulations

Children with head lice are required under the Health (Infectious Diseases) Regulations to be excluded from school, day care or crèche until treatment has commenced. A child with head lice can be treated one evening and return to school the next day, even if there are still some eggs present.

## Further Information

See website: <http://www.dhs.vic.gov.au/phb/headlice>

The information in this pamphlet is based on the research conducted and written by Associate Professor Rick Speare and the team of researchers at, School of Public Health and Tropical Medicine, James Cook University.

Photographs courtesy of Professor Russell, Department of Medicine Entomology, University of Sydney.

### Bell Park North Primary School Shared Behaviour Expectations

<b>Engagement</b>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• the school values (doing your best, care and compassion, integrity, freedom, responsibility, multiculturalism &amp; honesty and trustworthiness)</li> <li>• high expectations that they can learn and take risks with their learning</li> <li>• acceptance and encouragement of difference and cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the school complies with its duty of care obligations</li> <li>• Provide an educational environment that effectively engages all students</li> <li>• Adhere to DET regulations as directed</li> <li>• Plan and deliver curriculum and assessment that engages and challenges students</li> <li>• Create an atmosphere of collaboration and trust that promotes risk taking</li> <li>• Encourage positive parent partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• encourage their child to demonstrate school values and actively participate in all learning opportunities</li> <li>• support the school in its efforts to provide a safe, positive and caring learning environment</li> <li>• provide the school with updated, relevant information regarding their child</li> <li>• accept differences and the cultural diversity of the school community</li> <li>• support school activities and events, including homework</li> </ul>
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• model the schools core values of diversity, achievement, responsibility and endeavour</li> <li>• always treat each other with respect</li> <li>• show ownership of their behaviour</li> <li>• listen to instruction</li> <li>• ensure the safety of themselves and others (physically and socially)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement school-supported programing to cater for all learning needs (i.e. BPNPS Bees program, Bounce back, etc.)</li> <li>• build a collegiate atmosphere with other school staff to promote a positive, caring and supportive learning environment</li> </ul>	<p>Parents will:</p> <ul style="list-style-type: none"> <li>• understand the school's behaviour expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour in and out of school</li> <li>• demonstrate respect for all staff, students and community members</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• manage their time effectively at school to maximise learning</li> <li>• bring a note from their parents/carers</li> </ul>	<p>In compliance with DET all staff will:</p> <ul style="list-style-type: none"> <li>• promote regular attendance with all members of the school community</li> <li>• monitor and follow up on absences</li> <li>• mark rolls accurately each lesson</li> <li>• follow up on unexplained absences promptly and consistently</li> <li>• identify trends via data analysis</li> </ul>	<p>Parents will:</p> <ul style="list-style-type: none"> <li>• provide a written explanation for all absences</li> <li>• have their child at school on time for all sessions</li> <li>• sign the appropriate book in the office if their child leaves early or arrives late</li> <li>• attend specific meetings (e.g. Parent/teacher conferences)</li> </ul>

Taken from the Bell Park North Engagement and Wellbeing Policy

## **Our commitment to child safety**

Bell Park North Primary School is committed to child safety.

We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Bell Park North Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Bell Park North Primary School has robust human resources and recruitment practices for all staff and volunteers.

Bell Park North Primary School is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

**If you believe a child is at immediate risk of abuse phone 000.**

*[\(A full copy of our school's Child Safe Policy is available upon request and is also available to view on our school's website\)](#)*

**THANK YOU TO SC TECHNOLOGY FOR THEIR SPONSORSHIP OF  
OUR YEAR 6 SCHOLARSHIP AND PRINTING OF OUR ANNUAL  
INFORMATION BOOKLET.**

