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School Hours

9.10 - 11.00  Session One
11.00 - 11.40  Break One
11.40 – 12.00  DEAR
12.00 - 1.20  Session Two
1.20 - 1.40  Break Two
1.40 - 2.55  Session Three
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Welcome to Beverly Hills Public School and thank you for choosing us as the school for your child. We hope that you will quickly become familiar with our school environment and with our staff and students. This booklet will provide you with information about the day-to-day workings of the school, but it is very important that you feel free to approach the teachers or the school office staff if you need help or information.

It is our aim to make your child’s introduction to our school as smooth and worry-free as possible, and we look forward to establishing a working relationship with you and your family.

Beverly Hills Public School is a medium size metropolitan school with approximately 500 students. Students are drawn from a variety of ethnic backgrounds - 40 different ethnic backgrounds/languages in all.

In 2002 the school community revised and updated our school values. The following statement details the school values and priorities.

Values Statement

At Beverly Hills Public School we value:

- Students who are actively involved in and enthusiastic about their learning, who display pride in their achievements and who take responsibility for both their learning and their behaviour.

- An attractive, stimulating, organised learning environment where students feel safe, valued and respected.

- Parental support and active involvement in school life.

- Staff who are enthusiastic and support continual development of professional skills and knowledge, thereby making the school an effective organisation.

- Students, parents and teachers who work as a team to optimise learning opportunities.

To ensure that school programs support these values a set of long-term goals have been developed. These are printed on the following page for your information.
**Long Term Goals**

The long-term goals are organised under the values statement to which it relates. These goals are broad statements that will become the basis of the management plan for each year, supported by the school self-evaluation process.

- **Students who are actively involved in and enthusiastic about their learning, who display pride in their achievements and who take responsibility for both their learning and their behaviour.**
  - Students have developed the skills and attitudes necessary to be effective life long learners. This includes showing initiative and accepting responsibility for their own learning and behaviour.
  - Effective literacy and numeracy skills support all students in being active learners.
  - The curriculum meaningfully integrates all Key Learning Areas into units of work that actively engage students in learning.
  - Students productively use technology to support their learning.
  - Teachers set high expectations of student performance and behaviour.

- **An attractive, stimulating, organised learning environment where students feel safe, valued and respected.**
  - Students feel positive about themselves and others.
  - Students take responsibility for their own behaviour.
  - Students are tolerant and demonstrate empathy towards others.
  - Students demonstrate skills that will support them to be responsible citizens.

- **Parental support and active involvement in school life.**
  - Parents contribute to the development of school policies and programs.
  - Parents are supportive of school policies and programs.
  - Parents are informed about school programs through a range of communication strategies.
  - Parents are active members of the P&C.

- **Staff who are enthusiastic and the support of continual development of professional skills and knowledge, thereby making the school an effective organisation.**
  - Staff are life long learners, thereby modeling a love of learning.
  - Staff recognize the need for professional growth and the extension of their professional skills.
  - Staff actively participate in curriculum development projects that ensure the implementation of new syllabuses and pedagogy.
  - Staff actively contribute to the planning, consistent implementation and evaluation of school programs.

- **Students, parents and teachers who work as a team to optimise learning opportunities.**
  - Students are given opportunities to influence class and school programs thereby empowering them and making learning more relevant and meaningful.
  - Parents work as part of the team with the classroom teacher and school staff, ensuring that their child is an effective learner.
  - Parents communicate concerns to school staff and to work positively towards solutions.
**Daily School Routine**

- School commences at 9.10am. Children assemble in class lines under the COLA (Covered Outdoor Learning Area). Children **may not** go to their classrooms before this time (except in wet weather at teacher direction).

- Supervision is provided from 8.40 – 8.50am by an on-call teacher. If children arrive before 8.50am, they are to remain seated on the COLA steps with their bags. Parents must understand that no active teacher supervision is provided before 8.50am. When the teacher comes on duty at 8.50am, children will be directed to take their bags to their class assembly lines and then proceed to the playground until 9.10am.

- Children arriving after 8.50am place their bags on the assembly area and then play in the supervised area under the COLA.

- Any child arriving late for school should have a written explanation, which is to be taken to the office before going to class.

- **Break One** is from 11.00 – 11.40am and is held under the COLA and on the grassed playground area. The canteen is opened at this time to allow children to purchase food items.

- **Break Two** is from 1.20 – 1.40pm and food is eaten on the seats under the trees in the main playground. The canteen is open.

- School concludes at 2.55pm.

- For obvious safety reasons, children crossing the main roads **MUST** use the overhead pedestrian bridges unless accompanied by a parent or guardian.

- Both before and after school, parents are requested to use extreme care when delivering and collecting their children by car. Cars **must not stop** in the area just inside the school gates, in the turning area near the Canteen. For all children’s safety, parents are requested to ensure their children **do not** walk through the car park by themselves.

- Please be punctual in both delivering your child to and collecting him or her from school.

- **At the end of the school day parents wait for their child/ren in the COLA. Please do not wait outside classrooms as this distracts students and impacts on learning programs.**
It is a Departmental requirement that all children attend school for the whole of every school day, unless there is a valid reason for their absence.

Absences from school require a written explanation to be given to the classroom teacher as soon as possible, after the child returns.

Absences for which no satisfactory explanation is received, or persistent late arrival for school may be noted and followed up by the Home - School Liaison Officer.

If a child is to be collected or leave school early, a form (available from the front office) must be signed by the Principal or Assistant Principal before the child is taken from the classroom. This is for your child’s protection. Written advice from the parents or guardian, dated and specifying the reason and time that the child will be leaving school, is also acceptable. It needs to be signed by the Principal before the child leaves the school.
NOTES AND WRITTEN COMMUNICATION
Schools are busy organisations that rely heavily on written communication. The Chalkboard is a weekly bulletin which gives parents details of events for the coming week and up to date school news. The Chalkboard is sent home on Thursday and printed on blue paper.

Parent can also receive the Chalkboard via email if they wish.

The School Newsletter is published once a term and contains both reports of past events and news of coming activities. Of great interest in the newsletter are photographs and children's work.

Specific notes are sent home regarding activities at school and excursions. From time to time these notes contain permission notes and tear-off slips for excursions and performances. It would be appreciated if these notes could be returned promptly after being sent home.

If at any time you do not understand the contents of notes please call at the office or see your child's teacher, they will be pleased to help you.

THE SCHOOL CALENDAR
A school calendar is sent home each term. Parents are advised of new dates to be added to the calendar in the weekly Chalkboard.

COMMUNICATION - HOME TO SCHOOL
There are a number of ways that communication can be established between home and school. Please make use of any or all of these:

(i) Telephone call - phone no. 9580 5074
(ii) Letter
(iii) Make an appointment for a parent/teacher interview
(iv) The School Newsletter
(v) Special information nights
(vi) Parent organisations such as P&C
(vii) Special functions

It is essential that parents make contact with the school when a problem exists. Remember, in the first instance it is best to make contact with the classroom teacher, who will advise you on the best course of action.
PARENT INFORMATION EVENING
A parent information evening is held early in Term One and is a chance to meet your child’s teacher, the other school staff involved in your child’s classroom and the other parents.

The classroom teacher will discuss class and school routines. It is essential that ALL parents attend this evening, even if you are not a new parent to the school. School routines change each year. If you are to understand what is happening, it is essential that you attend.
STUDENT REPORTS AND PARENT INTERVIEWS
Student progress reports are sent home twice during the year. After the first semester report in June, parent-teacher interviews will be arranged. At this time your child’s progress will be discussed. The second semester report is sent home in early December.

Apart from these formal meetings, please feel free to discuss your child’s progress with the class teacher, when you feel concerned about specific issues. It is ESSENTIAL to make an appointment with the teacher so that other demands do not detract from this important time.

If there is any difficulty in communicating in English, interpreters can be provided. Some notice is needed for this to be arranged. Please let your child’s teacher or Mrs McLachlan, the ESL teacher, know of your need.

THE ANNUAL SCHOOL REPORT
Each year the school undertakes a rigorous self evaluation process. The general guidelines for this process are set by the Department of Education and Training. The resulting document is the Annual School Report. This important document reports the school’s academic, sporting and cultural achievements to the school community. The report is sent to families in February of each year.

General School Contributions
Each year parents are asked to contribute a voluntary fee, to the school budget.

*This money assists the school to provide a wide and varied educational program which is supported by adequate classroom and curriculum resources.*

Early in the school year, parents will be advised in writing that school contributions are being accepted. Along with this letter parents will be provided with a list of purchases to be funded from these fees.
The curriculum is divided into six Key Learning Area (KLA) or broad curriculum categories. These six KLA’s and their sub strands are listed below.

**English**
- Reading
- Writing
- Talking and Listening

**Mathematics**
- Number
- Space
- Measurement
- Working Mathematically

**Science and Technology**
- Children are taught in integrated units of study that also include the English and Creative and Practical Arts areas of the curriculum.

**Science and Technology and Human Society and Its Environment**
- Environment

**Creative and Practical Arts**
- Music
- Visual Arts
- Drama
- Dance

**Health, Physical Education and Personal Development**
- Health
- Physical Education
- Personal Development
- Sport
Special School Programs

DEAR
The whole school is involved in a Drop Everything and Read (DEAR) program. DEAR is a recreational reading time when children read quietly to themselves or have an older child read to them. DEAR takes place every day Monday - Thursday for 20 minutes. Children are asked to use the books provided. DEAR provides opportunities for kindergarten children to meet and work with older children in the school including their buddy, thus strengthening their personal support network.

RAP
An additional program within DEAR called Read with a Peer (RAP) is also implemented. RAP is a program in which trained student tutors listen to younger students read each day Monday - Thursday during DEAR.

Personal Reading Challenge
All students are encouraged to participate in the Premier’s Reading Challenge (PRC). The PRC involves students reading 40 books (Years 1 and 2) or 20 books (Years 3 – 6) from the PRC Booklist, over a 12 month period. Students who complete ‘The Challenge’ receive school Bronze Awards for every 10 books read. When students complete ‘The Challenge’ they receive a PRC Certificate. The PRC is a part weekly homework.

Social Skills and Values Education
In Term One all students are involved in a Social Skills/Values Education program that is designed to encourage the development of effective social skills. Students are involved in activities that encourage the development of positive relationships and social responsibility. Information is set home early in the term regarding the content of this program.

Child Protection
The school implements the Department of Education and Training mandatory Child Protection Syllabus. This is an important syllabus which focuses on areas such as self esteem, interpersonal communication, assertiveness, feelings, values, decision-making, gender stereotypes, and in the older years, sexuality and relationships. Overall the syllabus aims to prevent child sexual assault in the community. The graded lessons will be conducted once a week for 30 minutes during Term 3. Parent meetings are conducted in Term 3 so parents are fully aware of both the content and approach of this important program.
Peer Support
Peer Support is a program that encourages positive relationships within the school community and develops communication, self-esteem and group work skills through participation in small, friendly peer support groups. At the beginning of the year every child is placed in a Peer Support group (Year 6 buddies are the leaders) and the leaders run a series of structured lessons with teacher supervision. This takes place once a week for a term (usually Term 2) from 11.40-12.10. The end result for students and staff is a friendly and caring environment where across the grade barriers are broken down.

Drug Education
The school implements the Department of Education and Training Drug Education Program for all students in the school. The program emphasises keeping the body healthy by making informed choices. Detailed parent information will be available before the program commences in Term 4.

Chaplaincy Program
In 2008 our school joined the Commonwealth Government’s Chaplaincy Program.

The role of the Chaplain is to:
- provide pastoral care to the school community;
- be available for consultation by the school community;
- provide general religious advice and personal advice to those who seek it;
- provide religious services as deemed appropriate.
In Term One all students at Beverly Hills Public School elect a new Student Representative Council. Each class elects two representatives who will attend SRC meetings and present the concerns of both the class and individuals to the SRC. This group of hardworking students become involved in school decision making for a twelve month period. The Council meets fortnightly to discuss ideas and concerns and to plan activities which will benefit all students at Beverly Hills Public School.

Following the meetings the two Presidents meet with the Principal to present ideas and options.

The role of an SRC is to:

- represent student feelings, interests and opinions as part of the decision making process of the school;
- promote school spirit and good relations between students, staff, other schools and the community;
- encourage participation in all aspects of school life;
- coordinate fundraising for school and community projects; and
- assist, as needed, at school assemblies and other school functions.
For the last three years one of the major programs within the school has been Fundamental Movement Skills. These Fundamental Movement Skills have been identified as the basic skills of sport – the skills that you need to play almost any game. These skills include:

**K-2 Skills**
- Static balance
- Beam line / walk
- Climb
- Jump distance
- Skip
- Underhand roll / throw
- Hop
- Vertical jump
- Gallop
- Catch (large ball)
- Chest pass
- Kick

**3-6 Skills**
- Sprint
- Leap
- Dodge
- Overhand throw
- Two hand strike
- Punt
- Hand dribble
- Foot dribble
- One hand strike

Games and practice activities are timetabled several times per week.

**SPORT HOUSES**
All children in the school belong to one of the following sport houses. Each house has a colour.

- Sturt Blue
- Phillip Yellow
- Parkes Green
- Wentworth Red

At the annual Swimming, Athletics and Cross Country Carnivals children compete for points for their house. At the end of the year the house shields are awarded to the winning houses. At the Athletics and Cross Country Carnivals children are encouraged to bring coloured banners and mascots in their house colours.

**SPORT UNIFORM**
The sport uniform is not necessary for K – 2 students. However, some students like to wear it.

The uniform is the school sports shirt and draw-string shorts. Girls may also wear the pleated netball skirt (although this is hard for the younger girls to keep up on their waist!).

**YEARS 3 - 6 SPORT**
Years 3 - 6 participate in either at-school or inter-school (P.S.S.A.) sport. Primary sport is held each Friday afternoon. Sports uniforms are required to be worn on Fridays for Year 3 - 6 students. Children must wear the school sports shirt when representing the school at PSSA sport.

The sports and activities offered to Primary students vary throughout the year, depending on the season and planning and programming at the school. For children competing in PSSA sport there is a cost associated with the bus travel.

**CARNIVALS**
During the year a Swimming Carnival (Year 3 - 6), Cross Country Carnival (Year 3 - 6) and Athletics Carnival (K - 6) are held. Parents are most welcome to attend all of these carnivals. Notes will be sent home informing you of these.
**Excursions**

During the year, excursions are conducted for all classes. Excursions are a vital part of the classroom program as they provide stimulating and interesting learning experiences that cannot be provided in the classroom. Excursions are always linked to the topic being studied by the class. On return from the excursion the class completes follow-up activities that are based on the experiences enjoyed on the excursion.

Permission notes are always required for a child to attend. This note includes relevant medical information.

Costs are kept to a minimum. If there is financial difficulty in allowing your child to attend, please see your child’s teacher or the Principal. It is hoped that all children will be able to benefit from the excursion activities.

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**Money Collection**

Throughout the year there will be times when money is being collected for excursions, special equipment, or in-school performances.

Any money sent to school for excursions, purchases etcetera should be sealed in an envelope and clearly labelled with your child’s name, class and the purpose for the money. This money must be handed in to the classroom teacher. For example:

```
Kate Wong - 1/2G
Zoo Excursion
$4.00
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**Deadline For Notes and Money Collection**

For each excursion a deadline is set for the return of notes and money. Notes and money will not be accepted after this deadline so that final planning for the excursion, such as drawing cheques, organising groups and supervision, confirming numbers etc can be completed.
Scripture classes are offered by the major religions and are conducted at school by their representatives each Thursday at 9.30am (for Kindergarten - Year 2) and 10.00am (for Years 3 - 6). It is expected that all children will attend a class unless specifically excused by written authority from the parents or guardians. Scripture classes are available for Catholic, Muslim, Greek Orthodox and Protestant (which is Anglican, Church of England and Uniting Church).

Chaplain

The National School Chaplaincy Program is designed to compliment all aspects of school life particularly student welfare initiatives and focuses on supporting student wellbeing. The program assists in the provision of pastoral care, general religious and personal advice and comfort to students, staff and parents. Participation in the program is voluntary. The role of the Chaplain is to support the school community in a range of ways including assisting students explore their spirituality, providing guidance on religious values and ethical matters; helping school counselors and staff in offering welfare services and support in cases of bereavement, family breakdown or other crisis and loss situations.

At Beverly Hills our Chaplain’s responsibilities include:
- Supporting student’s wellbeing
- Being available to parents to provide pastoral care
- Response to emergencies – bereavement, sickness, injury or hospitalization
- Visit families
- Liaise with the school counselor regarding students special needs
- Provide pastoral and spiritual counseling in values and ethical matters

We are very pleased and privileged to be able to offer this service to our students and staff and the wider school community. All matters discussed with the Chaplain will be treated with total confidentiality. Access to the Chaplain can be gained by contacting the school office.

Canteen

The school canteen complies with the Department of Education and Training Healthy School Canteens Policy. The canteen is open each day at Break One and Break Two for both lunch orders and over the counter sales. Children wishing to order lunches must label a lunch bag with child’s name, class and preferred lunch and hand in to the canteen before school.

A price list of all items will be sent home to you in the first week of the new school year.
Lost Property

All items belonging to your child must be clearly labelled with his/her name and class. Lost property is held in the Sick Bay of the Administration building.

At the end of the year all lost property that has not been claimed is sent to charities.

Medicines

In general, children who are unwell should remain at home until fully recovered. If medication, prescribed by a doctor, is still required upon returning to school, it must be taken to Mrs Berry in the front office accompanied by a written authority for the medication to be administered by the school. This note must:

- contain the student's name and class;
- the name of the medicine;
- the dose to be taken;
- the time the dose is to be taken;
- contact phone number for the parent; and
- dated and signed by either parent or guardian.

Medication must not be left in a child’s school bag.

If your child has a serious or ongoing medical condition, such as asthma, diabetes or epilepsy, please make this known to the Principal and the child’s teacher so that all staff members can be informed of the proper way of managing the condition in your child’s best interests.
Introduction
Student Welfare encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Welfare policy, procedures and programs of this school stress the value of prevention and early intervention.

At BHPS a number of life skills/pastoral care programs are incorporated under the banner of Student Welfare. These include:

- Restorative Practices
- A Social Skills/Values Education Program
- DEAR/Peer Support
- Child Protection
- Drug Education

In addition student leadership is encouraged through an active SRC which has K – 6 representation, the Read With A Peer (RAP) Program and through the use of senior students as Kindergarten Buddies.

Statement of Principles
The following policy is based on the above beliefs and the following principles:

- good behaviour is expected;
- there are consequences for positive and negative behaviour;
- there are levels of discipline; and
- a standardised approach is used by all staff to reward positive behaviour and resolve problems that arise.

SCHOOL VALUES

Pivotal to the policy are a set of eight values and a set of student rights and responsibilities. These were identified by students, parents and staff in a series of meetings and workshops. The student welfare policy aims to ensure that all students develop this set of values and that these values underpin the interactions of each student both within the school and the wider community.

Respect will be demonstrated by students when they:

- appreciate the efforts of others such as family, staff and other students;
- value their friendships;
- recognise the rights of individuals; and
- respect the property of others.
Individual Worth will be demonstrated by students when they:
- recognise their own abilities;
- achieve their potential; and
- have pride and confidence in everything they do.

Happiness will be demonstrated by students when they:
- have a sense of fulfilment and contentment;
- have positive interactions with others; and
- enjoy all aspects of school life.

Self Reliance will be demonstrated by students when they:
- use strategies to negotiate solutions;
- withstand negative peer pressure; and
- present their ideas to others.

Responsibility will be demonstrated by students when they:
- make informed choices about their behaviour;
- take control of their own actions; and
- accept and utilise guidance from family and staff.

Tolerance will be demonstrated by students when they:
- treat others with understanding; and
- accept that individuals are different.

Cooperation will be demonstrated by students when they:
- are caring and supportive of others;
- do not discriminate against others; and
- resolve conflict in a peaceful manner.

Confidence will be demonstrated by students when they:
- attempt any task with the support of teachers, peers and/or parents; and
- demonstrate pride in who they are.

SCHOOL RULES AND DISCIPLINE CODE

Students have identified the following rights and responsibilities as being important.

Rights
- to have friends;
- to feel safe at school;
- to be happy at school;
- to feel good about themselves;
- to feel confident;
- to be able to trust teachers and friends; and
- to be able to ask for help when they need it.

Responsibilities
- to care for others at school;
- to be able to work out what to do next, on their own;
- to do the best they can in everything they do at school;
- to be honest in all situations;
- to show respect towards teachers, parents and other students; and
- to solve their own problems in a sensible way.
**Expectations of Students**

All students are expected to:

- have an acceptable standard of behaviour in the classroom, the playground, and on excursions;
- work and play safely;
- obey teacher instructions;
- complete all class work and homework to the best of their ability;
- wear the school uniform and sports uniform;
- be punctual; and
- respect the rights and property of others in the school community.

**SCHOOL MERIT SYSTEM**

Keeping Bronze, Silver and Gold Awards safe is the responsibility of students. Lost awards cannot be replaced!

**Bronze Awards**

Bronze Awards will be A6 (quarter A4). There are three types of Bronze Awards.

- The first has room to write the child’s name and class and has the core values listed with a box next to each value with room for a tick to show why the award has been presented.
- The second has room for a reason for the award to be written rather than the values. These awards are for class and playground behaviour, effort and achievement.
- The Collect-A-Bronze has 15 squares for stamps or initials. Stamps are given to students to reinforce positive behaviours or achievements of a minor nature.

**How to Earn Bronze Awards**

- Children may receive a Bronze for:
  - outstanding achievement in any area;
  - displaying a particular behaviour reflecting the core values;
  - filling their Collect A Bronze with 15 stamps;
  - sports awards; or
  - SRC Citizenship Awards.

When they have collected ten Bronze Awards students take the awards to their classroom teacher who will stamp/initial them and arrange for the issue of a Silver Award. Bronzes are to be kept by children after they have been cashed in for a Silver Award.

**SRC Citizenship Award**

This award is equivalent to a Bronze Award. Each week the SRC representatives from each class conduct a meeting where children select a member of the class who has displayed good citizenship skills for a SRC Citizenship Award. The child selected each week will have a certificate presented to them at Assembly. This award is the same size and colour as the Bronze Award. The SRC has compiled a list of acceptable behaviours for this award. This list should be displayed in classrooms and referred to when the class is considering nominations.

10 Bronze Awards are to be traded for a Silver Award.
Silver Awards
Silver Awards are half A4 with room for the child’s name, class and a statement. Silver Award winners will be published in the Newsletter each term. Silver awards will be presented at Assembly. These awards represent a major achievement over a period of time and are therefore significant.

How to Earn Silver Awards
Children receive a silver award for accumulating 10 Bronze Awards. When a student has 10 Bronze Awards they take their awards to the Principal who will prepare a Silver Award and ensure it is presented at the next School Assembly.

5 Silver Awards (50 Bronze Awards) are to be traded for a Gold Award

Gold Awards
Gold Awards will be A4 with room for the child’s name and a citation of the type of behaviours that have earned that child their Gold Award. Gold Awards will be framed and presented at a special or, if near the end of the year, at Presentation Day. Parents will be invited to attend this ceremony. Guest presenters will be invited to come along and present the award to the child/children. Gold Award recipients will be published in the Presentation Day Program.

How to Earn Gold Awards
Children receive a Gold Award for accumulating 5 Silver Awards.

5 Gold Awards earns the child a School Medal and an entry on the School Medal Honour Board.

School Medal
The School Medal will be presented in a major ceremony such as Presentation Day or a special assembly with guest presenter. The student will have their name and the year recorded on the School Medal Honour Board.

Time Frame
These awards are cumulative throughout the student's career at Beverly Hills Public School.
STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The school maintains a fair discipline system that is based on a series of levels. Central to this system is the establishment of preventative strategies and systems in the classroom. When unacceptable behaviour occurs it is recorded in either the playground book or the classroom behaviour book. These records are an important source of documentation for discussions with parents and for obtaining support from outside agencies.

OPERATION OF THE SCHOOL DISCIPLINE SYSTEM

Each classroom teacher is responsible for establishing and maintaining a system for managing student behaviour in their classroom. The establishment of such a system is a priority on the first day of school and must be regularly revisited to ensure ongoing effectiveness, especially in the first days and weeks of the school year and at the beginning of each term.

The most effective systems are based on the documentation of a set of ‘class rules’. Ideally these are written as a class, stated in positive language, documented and clearly displayed for ongoing reference and reinforcement throughout the year.

Pivotal to the class rules is the principle that students are responsible for their own behaviour.

Rewarding Good Behaviour

Prevention is better than cure. Classroom teachers need to direct focus onto positive behaviour by rewarding students who are working well. Positive praise and the use of the Collect-A-Bronze are two methods that can be adopted.

Classroom teachers need to consider whether the use of group rewards, such as table points, group points etc. undermines the principle of students being responsible for their own behaviour.

Managing Unacceptable Behaviour

In managing unacceptable behaviour in the classroom the teacher needs to establish a system for warning students that their behaviour is affecting other students’ ability to learn.

A commonly used system is:

- A visual/verbal warning
- Name written on the board
- Name placed in the behaviour book and student counselled. In discussing behaviour with students, teachers need to communicate the impact that their behaviour is having on the students own learning and the learning of others. Time-out may also be considered as a means of emphasising the seriousness of their behaviour.

For more serious misbehaviour the student’s name should be placed directly into the behaviour book. Additional support and advice is available from team leaders and peers.
The Classroom Book
The classroom book will contain the following:

✻ a class list;
✻ pages for recording details of misbehaviour; and
✻ blank pages.

Teacher action is taken for misbehaviour if a student has multiple offences, either classroom or playground, in a floating five week period.

The Assistant Principal with responsibility for the Playground Books should regularly check the playground book and transfer offences onto Red Cards so that classroom teachers can transfer the offences to the classroom book. These should be coded: P for playground, C for classroom offences. When a student has 3 offences in a five week period the class teacher consults with relevant welfare coordinator to activate the next level.

All team leaders should regularly check the playground books as a general monitoring exercise.

The Playground Book
The playground book will contain the following:

✻ sheets for each week of the school year, divided into class sections;
✻ list of school values;
✻ Bronze Awards;
✻ playground duty roster; and
✻ a pen on a string.

Two playground books operate. Where possible teachers should take the book out on duty or alternatively send students to the staffroom for the book when it is needed.

Levels
1. Three offences in either the classroom or the playground book in a floating five week period - the student is referred to the relevant welfare coordinator for counselling and a stern warning. A letter is sent home alerting parents to the existence of a problem.

2. Five offences in either the classroom or the playground book in a floating five week period - the student is referred to the relevant welfare coordinator, a letter is sent home requesting an interview with the parents and the student is placed on a behaviour monitoring card on return to class/playground, depending on the area of the problem.

Behaviour Monitoring Cards
A behaviour monitoring card is a A4 sheet in size which contains room for a teacher comment on behaviour at various intervals during the day.

If the Behaviour Monitoring Card is the result of poor classroom behaviour, the card will contain area for comment on behaviour in the morning session, mid morning session and afternoon session.

If the card is implemented because of poor behaviour on the playground the card will provide space for teacher comment at the end of recess, Break 1 and Break 2.
If a student is placed on a behaviour monitoring card the student is:

- responsible for collecting a card from the relevant coordinator before school;
- responsible for getting the comment from the teacher and the card signed;
- responsible for taking the card home, discussing the day with their parent, getting it signed and;
- responsible for returning the card to the relevant welfare coordinator the following day.

A behaviour monitoring card indicates that there is a serious problem with the student's behaviour. It provides a means of daily communication between school and home. Parents are encouraged to discuss the teacher comments with their child.

Where students avoid taking cards home to parents then the cards will be collected and either hand delivered if the parent visits the school or posted home at the end of each week so the parents are fully aware of their child’s behaviour and level of cooperation.

When a student is placed on a behaviour card the appropriate welfare coordinator and the parents will discuss the effect of this behaviour modification program on the student’s participation in PSSA sport, on excursions, in social activities and in extra curricular activities such as choir, dance, debating, public speaking, chess etc.

**PLAYGROUND**

**Playground Areas**

*Morning* – Children sit on the COLA steps until the teacher arrives on duty. At the commencement of duty the children play in the COLA area and the area near the hall.

*Recess* – three areas are supervised. These are the COLA, the handball area next to the hall and the games court.

*Lunch* - three areas are supervised. These are the COLA, the games court/silver seats and the grassed playground behind the games court.

**Sun Safety**

All students are expected to wear a hat at all times while outside.

All teachers are requested to wear a hat and therefore provide a role model.

Teachers are expected to reinforce the No Hat No Play rule. Students without a hat should use the COLA area.

Fully shaded areas are provided in the COLA and under the walkway next to the hall. Shade is also provided by trees adjacent to the silver seats.

**Playground Rules**

- No hat - No play.
- Play in a manner that is safe for both yourself and other students.
- Play in the designated playground areas and not near neighbouring houses, toilets or out of bounds areas.
- Place litter in the bins provided.
ANTI-BULLYING PLAN

Our School Context
Beverly Hills Public School is an inclusive environment, where diversity is affirmed and individual differences are respected.

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment.

The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

The wellbeing, safety and health of students is a cornerstone of all school policies, programs and practices.

Partnership with parents and the wider community is considered central to the success of addressing bullying when it occurs in our community.

Our Values and Expectations
Bullying must be taken seriously and is not acceptable in any form.

Students and teachers have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying

- devalues, isolates and frightens
- affects an individual’s ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. Teachers, parents and other adult members of our school community have a responsibility to model positive behaviour for their children and other students in our school community. Such modelling involves positive interaction on a daily basis but also appropriate reactions when bullying occurs.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Identifying Bullying
Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be verbal, physical, social or psychological.
Types of Bullying:
There are many forms of bullying but those listed below are identified as the most common.

- **Physical**
  - Hitting
  - Kicking
  - Spitting
  - Throwing stones
  - Throwing sticks
  - Branding
  - Tripping
  - Pushing

- **Verbal**
  - Insults
  - Name Calling
  - Teasing
  - Swearing

- **Gestures**
  - Pulling faces
  - Obscene gestures
  - Staring
  - Dismissal

- **Isolation**
  - Exclusion from games or activities
  - Group secrets
  - Note passing

- **Extortion**
  - Demanding money or goods

- **Intimidation**
  - Threatening
  - Overt threatening
  - Covert threatening
  - Note Passing
  - Email & text messages
  - Picture text messages

- **Damage to Property**
  - Hiding property
  - Damaging property
ANTI-BULLYING - SCHOOL PROGRAMS AND PROCEDURES

Our School Position

_Students, teachers, parents and the community will be aware of the school’s position on bullying which is Zero Tolerance._

The school will adopt a four-point plan to anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention

The Role of Parents

The following suggestions are made to parents through print materials and at Parent Information meetings.

**Take an active interest**
- in your child’s social life
- in what is happening at school

**Encourage your child**
- to bring friends home
- to accept and tolerate differences in others

**Build your child’s self-confidence**
- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

**Discuss with your child**
- the school’s expectations about behaviour
- ways to respond if their rights are infringed

**Encourage constructive responses**
- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name-calling won’t solve the problem

**Set an example**
- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do
- be positive in responding to bullying – don’t overreact

**Be alert for signs of distress**
- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

**Act**
If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.
Introduction
As a communication device mobile phones, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. However, mobile phones have the capacity to have a negative impact on the learning environment and the safety and well being of students.

This policy aims to establish guidelines for the use of student mobile phones within the school environment and aims to set out the responsibility of staff, parents and students.

What Is Inappropriate Use?
The use of mobile phones in schools should not automatically be of concern. It is only if a mobile phone is used inappropriately that action will be necessary.

Generally, a mobile phone will be used inappropriately if it:
- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school, or
- threatens or is likely to threaten the safety or well being of any person, or
- is in breach of any law.

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone. This type of misuse will be dealt with under the Student Welfare and Discipline Policy.

Guidelines For Use
1. Once at school the phones should be turned off while students are in class or on the playground. Phones that ring or beep during the school day disrupt the learning environment. In the first instance the student will be warned, asked to turn the phone off and their name will be placed in the behaviour book.

   If this occurs more than once the phone will be given to the Principal and parents will need to collect the phone from school. The phone will be turned off and kept in a secure storeroom.

2. Students must not lend a phone to another student for use as a phone, for text messaging or for use as a camera or video recording device. The student who owns the phone will be held responsible for its use.

Responsibility for Mobile Phones
Students bring mobile phones to school at their own risk – the school and school staff members will not accept any responsibility for any loss or damage to mobile phones or for investigating loss or damage.

Related Technology
The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, Walkman, ipods and similar devices.
Introduction and Reinforcement of Mobile Phone Policy

- Teachers will discuss this policy with classes upon ratification.
- When inappropriate use is detected it will be dealt with in terms of the policy, thereby reinforcing the policy.
- The community will be made aware of the policy in the week newsletter, Chalkboard.
- The policy will be published in the handbook given to all new enrolments.

Future Directions

If there is an increase in the inappropriate use of mobile phones within the school a register of student mobile phone numbers will be established to assist in dealing with student welfare related incidents that involve bullying, intimidation and/or harassment.

Ratified by Staff Ratified by the P&C
24/2/09 26/2/09
Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as research and time management. Homework helps to establish the habits of study, concentration and self discipline. Parents/caregivers have the opportunity to see the progress of their child. Homework provides challenges and stimulus to gifted and talented children.

The basic rules of homework are that it:

- is appropriate for each student's age and ability
- takes into account students’ other commitments, such as sport and home responsibilities
- takes into account technology such as email and the Internet so that students without access are not disadvantaged.

Three types of homework

1. Practice Exercises help students to remember and practise newly acquired skills - such as memorising mathematical tables, practising spelling words, writing essays and reading for pleasure.
2. Preparatory Homework requires students to source and read background information to prepare them for future lessons on a specific subject - such as reading an article on the Gold Rush in preparation for a lesson in Australian history.
3. Extension Assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the Internet.

What can parents/caregivers do to help?

- Take an active interest in your child's homework.
- Support your child in setting aside time each day for homework.
- Provide a dedicated place for homework and study if possible.
- Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set.
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework.
- Encourage your children to read and take an interest in current events.
- Alert the school to any domestic circumstances or extra curricular activities which may need to be taken into consideration when homework is being set or marked.

The Homework Grid

Since 2008, all stages at Beverly Hills PS have utilised the Homework Grid as their commitment to setting student homework. The grid is a combination of academic tasks, life skills, creative tasks, recreation and relaxation opportunities. This grid varies in demands from Kindergarten to Year 6 but is formed from the same ideal. Some Homework Grids are weekly, others are fortnightly and all are seeking a balance between the academic and social aspects of student development. Common activities include spelling list revision, reading from Personal Reading Challenges or Home Reading, physical activity, technology related tasks and activities related to the Integrated Curriculum. The Homework Grid for each Year or Stage is thoroughly discussed at the Term One Parent Information Evening.
The staff of Beverly Hills PS view the setting of homework tasks as an important aspect of the school’s educational program.

- Homework will be organised for all students from Kindergarten to Year 6 and will be a logical extension of work covered in class.
- Kindergarten will commence homework mid Term 1. Years 1 to 6 will start homework as soon as reasonably possible after classes have been formed.
- The expected duration of homework should be age appropriate and should take into account the individual differences of students. It should be flexible to allow for children in support programs such as English as a Second Language (E.S.L.), Support Teacher Learning Difficulties (S.T.L.D.) and external specialist programs, such as speech therapy, to complete additional homework tasks. In these cases the parents and the teachers involved will need to monitor homework demands and set priorities for individual students.
- Teachers will keep a record of children who do not complete or return homework or who do not complete homework to an acceptable standard and parents will be notified in writing after three failures to complete these set tasks or when a problem regarding acceptable standards has arisen.
- Homework should not be set as a means of discipline.
- From time to time students will not be able to complete homework tasks for a variety of reasons ranging from personal illness, family obligations or sporting activities outside school hours. Teachers should be sensitive to such situations. Parents need to inform the classroom teacher of any such events which may prevent the child from completing set homework.
- The student should be able to cope with the level of homework and complete homework whilst still having time for recreational activities. If a parent sees that a child has worked conscientiously at a task for a reasonable amount of time but has not completed it, they should be sensitive to the child’s needs. In such cases parents should sign the homework with a brief statement of the circumstances. The teacher will accept this without a penalty.
- The only effective method of establishing and maintaining acceptable standards of homework is through positive reinforcement and recognition of student's efforts. The school merit system should be used for this purpose and every effort should be made to acknowledge students who:
  a) Take pride in completing and returning their homework; and/or
  b) Complete homework to an acceptable or high standard.

Responsibility for Homework

The classroom teacher accepts responsibility for:
- Setting the homework and communicating with students and parents;
- Advising and assisting individual students with aspects of the homework they do not understand;
- Organising the marking of homework;
- Informing parents after there have been three occasions when homework was not completed; and
- Ensuring that the homework is appropriate for the level of the class.

The parent accepts responsibility for:
- Supervising the work and signing it on completion;
- Sending a written explanation if work cannot be done;
- Informing the teacher of any difficulties;
- Ensuring quality and presentation; and
- Listening to or reading with their child on a daily basis.

The student must accept responsibility for:
- Bringing the work home;
- Completing the work neatly and as accurately as possible;
- Returning the homework on time;
- Discussing aspects of the homework they don’t understand with the classroom teacher and parents.
It is a requirement of the common law that school students are adequately supervised in the school playground to ensure their safety. The playground supervision procedures of Beverly Hills Public School are outlined below:

<table>
<thead>
<tr>
<th>Morning Duty</th>
<th>8.40 - 8.50am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commences at 8.40am. From 8.40 - 8.50am the two teachers on duty is 'on-call' and can be found in the administration building, if needed. The name of the teacher on duty is displayed in the window of the library. Between 8.40 and 8.50am students should wait on the COLA steps. At 8.50am the two teachers arrive in the COLA, indicating the period of active playground supervision. On arrival at school, after 8.50am, children place their bags in the COLA and then play in the COLA, sit on the silver seats or play on the games court.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Break 1 First Duty</th>
<th>11.00 – 11.20 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three teachers are on duty. Kindergarten and Year 1 eat lunch in the COLA. Students in Years 2 – 6 eat on the lunch seats until 11.15am. Then the COLA, adjacent handball court, the games court, the silver seat area and grassed playground are all used for playing. All these areas are supervised by a teacher.</td>
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<table>
<thead>
<tr>
<th>Break 1 Second Duty</th>
<th>11.20 – 11.40 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four teachers are on duty. The COLA, adjacent handball court, the games court or the silver seat area and grassed playground are used for playing. All these areas are supervised by a teacher. In addition, the School Library is open for student use and a teacher and the librarian are on duty in this area.</td>
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<tr>
<th>Break 2 Duty</th>
<th>1.20 – 1.40 pm</th>
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<tbody>
<tr>
<td>Three teachers are on duty for the duration of Break 2. Children sit on the lunch seats or under the COLA to eat and then play in the COLA, adjacent handball court, on the games court or in the silver seat area.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Buses</th>
<th>2.55pm</th>
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</thead>
<tbody>
<tr>
<td>The bell at 2.55pm signals the end of the school day. From this point on the care and supervision of all students is the responsibility of parents. No playground supervision is provided. Students catching buses walk to the appropriate bus stops via the footbridges. No supervision is provided.</td>
<td></td>
</tr>
</tbody>
</table>

**Arrival at School Before 8.40am**
The school accepts **no responsibility** and provides **no supervision** for students who arrive at school before 8.40am. The recent Memorandum to Principals from the Director General of Education clearly states: "It is not the responsibility of schools to provide free child minding services for students for extended periods before and after school."

**Notification of Child Abuse and Neglect**
Leaving children regularly, for extended periods of time, in a situation which parents know is unsupervised and/or unsafe is one of the many indicators that a child may be suffering from neglect. Under the **Procedures for Recognising and Notifying Child Abuse and Neglect**, suspected cases of neglect are classified as 'notifiable' to the Department of Community Services.
The Parents and Citizens' Association, usually known as the P&C, is a group of parents who are interested in their child's school and are keen to be involved in activities which support the school and its programs.

This group of parents are consulted by the Principal on a number of issues. In particular this group has an opportunity to contribute to the development of school policies, procedures and the setting of priorities.

**MEETINGS**
Meetings are held on a Friday morning, approximately twice a term at 9.30am in the staffroom.

**OFFICE BEARERS**
At the Annual General meeting held in November, the following parents are elected as the office bearers for the year. Office bearers will be needed to fill important roles that ensure the P&C is an effective organisation and that it is working with the school for the benefit of the students.

**FUNDRAISING**
As the year progresses you will receive notes from the P&C Association informing you of fundraising activities. Notes will inform you of how the funds collected will be used. For example in 2003 the P&C purchased new Home Readers for K – 2 that cost $10,000. In 2004 funds were raised for a sandpit. In 2005 the money raised assisted to install air conditioning in the school. In 2006 funds were used to purchase mathematics equipment. The P&C supported the installation of electronic whiteboards in 2007 and 2008.

Please participate where possible as funds raised from these activities benefit your child.

**ALL PARENTS ARE INVITED TO ATTEND P&C MEETINGS. EVERYONE IS WELCOME.**
**SUMMER UNIFORM**

**Girls**
- School dress
- White Socks
- Black Shoes

**Boys**
- Lemon Polo Shirt with school emblem
- Navy Shorts
- Navy Socks
- Black Shoes

**Or**
- School shorts with logo
- Lemon polo shirt with emblem
- White Socks
- Black Shoes

**WINTER UNIFORM**

**Girls**
- Royal Blue Tracksuit with school emblem
- Polo Shirt
- White Socks
- Black Shoes

**Boys**
- Royal Blue Tracksuit with school emblem
- Polo Shirt
- Navy Socks
- Black Shoes

**Or**
- Winter Tunic
- Lemon Peter Pan Collar Blouse
- Zip Jacket
- Navy Tights or white socks
- Black Shoes

**Or**
- Navy Trousers
- Zip Jacket or Sloppy Joe with school emblem
- Polo Shirt
- Navy Socks
- Black Shoes
THE CAR PARK

A car park is provided for parents because of the clearways and NO STOPPING Zones on King Georges Road.

PARKING IN THE CAR PARK IS A PRIVILEGE AND NOT A RIGHT

CAR PARK RULES

• If traffic is queued out ‘the entry gate drive on and find alternative parking
• Comply at all times with directions from school staff.
• Drive in the ‘IN’ gate and out the ‘EXIT’ gate.
• Drive very slowly (not more than 5 km per hour).
• Do not park in the middle of the car park.
• Do not stop in the middle of the car park. If there are no places, drive through and park in a side street.
• Don’t reverse through the car park.
• Do not park in the disabled parking space.
• Do not use the drive way or the beginning of the car park near the Administration Building as a drop off and pick up zone.
• Do not park in the NO PARKING zone next to the hall.
• Do not park in the staff car park.
• Escort your child across the car park.

It is important for parents to be patient and a good role model for students at all times. As no doubt you would appreciate the beeping of horns and abusing other parents/staff sets a poor example for students and doesn’t make the traffic flow any faster.