Black Forest Primary School
2015 SCHOOL COMMUNITY HANDBOOK

“Inspiring optimistic, successful and sustainable futures for all”

Creativity Respect Collaboration Endeavour Responsibility

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Dear Families,

Welcome to Black Forest Primary School. The staff, students and parents of the school extend a warm welcome to our new students and their families.

We hope the time you spend at this school will be enriching and enjoyable.

This booklet is an important part of our communication process with families. The information provided will assist you in becoming familiar with our school’s organisation structures and policies.

Mutual trust & respect and effective communication between staff, students and parents is important to your child’s education and essential in operating a safe, caring, and positive learning environment.

Black Forest Primary School Staff

Our School Profile

Black Forest Primary School is located in the inner southern suburbs, approximately 5km from the Adelaide GPO. The school was established in 1919. By the end of 2014 our enrolments reached 506 students, with 10 Year 3-7 classes and 9 Reception to Year 2 classes. Our OSHC program caters for up to 90 students.

Our challenge is to provide ongoing learning experiences to enable even greater outcomes for all learners to become future successful participants and leaders in the global society. We work in partnership with our community to foster high quality teaching and learning. We encourage innovation, provide quality care, creativity and respectful responsibility.

There is a broad diversity of cultures which enriches school life and learning. The capacities, experience and aspirations all students bring to school are highly valued and we built upon their strengths as learners to ensure a supportive learning environment.
Our Purpose

Black Forest School works in partnership with their community and wider systems to foster high quality teaching and learning, innovation, care, improvement and responsibility to each other.

Our Core Values

**Collaboration**: Learning together as a community to achieve goals- building on collective strength and valuing improvement.

**Creativity**: Linking diverse ideas and inspires thinking outside the square, encapsulating many possibilities to create new understandings.

**Endeavour**: Exhibiting high standards of conduct to build strength through character; being resilient, remain focussed and building courage to have a go and keep trying.

**Respect**: Authentic focus on developing respectful relationships that demonstrate care and appreciation for self, others the environment and property; fostering, courteous, compassionate, inclusive, positive and considerate communication.

**Responsibility**: Accountability for what we do, considering others and their entitlements, following through and completing tasks; showing integrity and the capacity to take a responsible perspective in the face of injustices and unfairness.
Zone of Right

In accordance with the policy statement 'Restriction of Enrolments at Designated Primary Schools', published in the Education Gazette, Volume 14, No.16, a 'zone of right' has been declared for the Black Forest Primary School.

The boundaries are defined as follows:

**Western boundary:** South of Anzac Highway along the eastern side of Beckman Street and Winifred Street to Cross Road.

**Southern boundary:** East from Winifred Street along the northern side of Cross Road to East Avenue.

**Eastern boundary:** North from Cross Road, along East Avenue to the tram line and then along the western side of the tram line to the suburb boundary between Everard Park and Forestville.

**Northern boundary:** West along the southern side of Anzac Highway.
**Allergies/Harm Minimisation**

Black Forest Primary School has several students who are allergic to nuts therefore we are a Nut Free School. The level of allergy for our students varies with each child, and ranges from not being able to eat any nut products to not being able to touch or inhale trace amounts of nuts. In several of our students, treatment requires an injection of adrenaline using an Epi-pen followed by a trip to hospital. Products containing nuts generally state this on the packaging. Some common foods that contain nuts are: peanut butter, Nutella spread, other nut pastes, nougat, marzipan, pesto etc. Other foods which may contain nuts are: cakes, muffins, biscuits, some chocolates, muesli bars, breakfast cereals, salad dressings, sauces, dips, ice-cream, chocolates, Asian foods etc. Parents are encouraged to avoid providing students with foods containing nuts as part of their recess or lunchtime foods.

**Attendance**

**ABSENCES**

It is a shared responsibility to ensure your child is safe. Therefore parents are requested to phone the school office to inform us of his/her absence. Please leave a message on our answering machine, indicating the date and reason for absence. The answering machine is left on until 8:30am.

**LATENESS**

Students are expected to be in their classroom to start the school day by 8:50am. Any student who arrives late (after 8.50am), needs to report to the front office to have attendance recorded.

**STUDENTS WHO NEED TO LEAVE THE SCHOOL DURING THE DAY, INCLUDING SMALL GROUPS**

A record of students leaving the school during the day is required by the school. Before leaving the school the Front Office must be notified and the student is to be signed out.

1) When collecting students due to illness, private business etc., parents need to notify office personnel and sign the child out.

2) Adult supervisors/teachers taking individuals or small groups on an excursion must first notify office personnel and sign children out.

3) Students who have parent permission to leave during the day, must produce written confirmation when they go to the Front Office to sign out.

**STUDENTS WHO BEGIN OR RETURN TO SCHOOL DURING THE DAY**

(9.30 am - 3.10 pm) - Students must sign in. Families who would like to be informed if their child has not arrived at school are asked to speak to their child’s class teacher. If your child does not arrive at school by 9.30 am, *and the school has not heard from you*, we will contact the people named on the Emergency Contact Form, if requested, as a check. If we are unable to gain a response, we will report the child concerned to the Police.

**Banking**

Children are given the opportunity, through the Commonwealth Bank, to save regularly. Each classroom is provided with a bag in which to place children’s vouchers and money. We ask that the child’s current room number be entered on the back of the voucher booklet, in the space provided. Banking day is **Wednesday**.
**Canteen**

Our canteen operates under the DECD Right Bite eating policy, which may be viewed at [www.decd.sa.gov.au/eatwellsa/](http://www.decd.sa.gov.au/eatwellsa/), more information is also available at the Canteen. Within these guidelines, foods and drinks fall into three categories GREEN, AMBER & RED. Schools are encouraged to provide as many choices as possible from the GREEN category and to select occasionally from the AMBER category. RED foods are high in sugar, salt and fat. Schools are no longer able to offer any foods from the RED category.

Our Canteen aims to provide a good choice of lunches and recess choices, at an affordable cost to families. Lunch orders are written on brown paper bags and placed in the classroom lunch crates when the kids arrive at their classes each morning, with money included. We also like to cook up some special treats for recess potluck; we offer a range of choices each day/week. Specials and news are advertised in the school newsletter.

We do rely on daily volunteer support for our canteen to operate efficiently. Help is needed between the hours of 9.00 am & 1.20pm (or part thereof). New volunteers are always welcome, if you are able to give a few hours a week, month or term pop into the Canteen and see us. We value our volunteers, and the kids love to see you helping out at their school.

**Christian Pastoral Support Worker**

Christian Pastoral Support Workers are not in the school to evangelise on behalf of a particular faith group. Their role requires them to respect both the secular character of the Government School and the variety of thoughts and beliefs within the school community.

Our Christian Pastoral Support Worker (Ann Nadge) will:

- work in co-operation with teachers and the Principal to support students
- be available to students as a listener, supporter and counselor
- be a support, resource and referral person for families in the school community
- be a support, resource and referral person for teachers and other staff
- work with others in the school and its community to develop services, programs and strategies, that meet the needs of students and caregivers.

Mrs Nadge will be at school on: Tuesday, Wednesday and Friday or by special arrangement and she will connect with students and parents/carers informally by –

- being visible in the school yard;
- working alongside teachers and students in the classrooms;
- accompanying classes on some excursions;
- being at school during “special occasions” eg End of Year Celebrations.

Students and parents/carers may make contact with Mrs Nadge by –

- speaking to the teacher
- ringing the Front Office to leave messages for Mrs Nadge who will ring back to make appointments.

*Schools Ministry Group: SMG is responsible for developing policy, giving pastoral and resource support to over 160 Christian Pastoral Support Workers, liaising with schools and churches about the Christian Pastoral Support Program and organizing ‘In Service’ training for Christian Pastoral Support Workers in South Australia.*
Dress Code

Black Forest Primary School is a school with strong traditions. Among these is the wearing of school uniform. The purpose of the uniform is to create a sense of community that engenders the feeling of belonging and safety in all individuals. Our aim is to have a learning environment that is supportive, positive, non-discriminating, equitable and safe. Our School Council has determined that the wearing of the school uniform and following the school’s policy is important for all students. Our uniform offers affordable clothing for all students. It is flexible, based around the school’s colours of royal blue and navy.

Students in all year levels are expected to follow the dress code at school and at official school events and excursions, unless otherwise instructed by staff.

The school prides itself on the high level of co-operation of students with the policy and on the overall appearance of students in this area.

Black Forest Primary School is part of the National Sun Smart Program and to maintain accreditation our uniform must conform to the Sun Smart Guidelines as outlined by the Cancer Council of South Australia.

Students are required to wear uniform because it provides:

- identification with the school - the wearing of uniform clothing is an important factor in ensuring the children’s safety. It is important that we can clearly recognise a student’s association with Black Forest, both within and outside of the school yard
- security, as students are easily identified
- a sense of pride in belonging to this school
- students with clothing which allows for freedom of movement, safety, and level of comfort
- equity, since students do not need to dress competitively. It avoids the issue of purchasing expensive clothing and can help minimise the opportunity for harassment
- the opportunity for students to feel respect for themselves and others because of their positive image
- a lower cost to families in the long term.

SCHOOL DRESS CODE—RECEPTION to YEAR 7

- Polo Shirts: Navy and royal blue, preferably with the school logo.
- Trousers, Track Pants or navy blue pants
- Shorts: Navy (regular cut, knee length or close to knee length).
- Skirt: Navy
- Summer Dresses: Blue and white check shirt front
- Winter Pinafore: Navy blue
- Bike shorts for wearing under dresses (navy)
- Windcheaters: Navy blue, preferably with the school logo.
- Rugby Tops: Navy blue with royal blue collar, with the school logo.
- Hats: Cloth school hats
SCHOOL DRESS CODE – YEAR 7

- Year 7s may also choose to wear a commemorative polo and/or windcheater with the names of the current Year 7 students printed on the back (orders taken in Term 1).

FOOTWEAR

- Firm fitting, suitable for normal day wear and physical activity
- Shoes to be laced or fastened
- Sneakers are acceptable
- Leather sandals, with adequate tread appropriate for running, are acceptable.
- Open-toed shoes are acceptable, only if suitable for active sportswear
- Socks or tights are to be white, or navy blue.

UNACCEPTABLE CLOTHING/FOOTWEAR/ACCESSORIES

- Headwear, other than acceptable (See Sun Protection Policy)
- Ripped or dirty clothing.
- Any denim – including jackets, jeans, overalls etc
- Singlet tops, spaghetti straps, midriff tops, board shorts, short tight skirts, brief shorts, bike pants (except under dresses) party shoes, ugg boots, surf sandals, ballet shoes, thongs, rubber boots.
- Brand name clothing and accessories with logos.
- Clothing with offensive language/wording.
- Baseball/basketball caps, beanies, mountain-hiking hats.
- Hoods worn during school time.
- Novelty clothing/footwear.
- Brightly coloured shoes/sneakers and novelty shoes, eg flashing lights, are not acceptable as they can be a distraction.
- Fake nails, stick-ons or coloured nail polish/decorations.
- Nose or other body piercing rings or studs.
- Bracelets other than for medical reasons.

Students are expected to wear the uniform in the manner designed, and it is to be clean and in good repair. Items of clothing and hats should be clearly labeled with student’s name.

SUNSAFE HAT POLICY

**Hats:** Material - navy or royal blue, wide-brimmed, bucket or legionnaire with school logo
Hats are to be worn from the start of Term 1 until the end of April and from the beginning of September until the end of Term 4. Children must wear school hats which protect the face, neck and ears whenever they are outside, eg sport, sports practice, sports carnivals, outdoor excursions, physical education lessons, daily fitness, before school, recess, lunch and after school. Parents are also encouraged to apply sun screen on children prior to leaving home and also send along sun screen for the student to reapply during the day. Spare hats are advisable. Students not wearing a hat during playtime must stay in the shade in the Junior Primary Courtyard area. (Sun Protection Policy DECD). Appropriate sunglasses that provide sun protection could be worn.

**Sunglasses:** blue, black, white
NAILS
- Nails should be kept cleaned and trimmed (sports length)

GRAFFITI
- No writing/images on clothes/hats
- No writing on skin

MAKE-UP
- No make-up, or facial adornment including eye make-up, eg transfers, false eyelashes)
- No lip gloss but use of chap sticks, where required, is acceptable.

HAIR
- Hair is to be neatly groomed.
- Hair should be kept out of eyes and tied back if longer than shoulder length.
- Ribbons, bows, scrunchies, hair combs and small clips in plain navy or royal blue.
- Neck scarves to be in royal or navy blue and not so big/long as to be unsafe.

JEWELLERY
- A watch
- A single chain necklet (inside clothing and not visible)
- Sleepers or stud earrings (one pair of silver/gold)

SCHOOL BAGS
Recommend BFPS range of purpose made, back-packs in school colour with logo.

OTHER RELEVANT INFORMATION
STUDENTS REPRESENTING THE SCHOOL (at special events, excursions etc)
- All students are required to wear school uniform when representing the school.
- When playing sport for the school, all students are to wear the appropriate uniform, as agreed by the Sports Committee. In Terms 1, 3 and 4 an appropriate hat must be worn, in matches and at practice.

THEME DAYS / DRESS UP DAYS
The SRC organises special fun days when uniform does not have to be worn. A donation goes towards fundraising for a designated charity/project. Safe footwear must be worn at all times.

UNIFORM PURCHASES
A price list will be sent home at the beginning of the year, and updated when necessary. Payments can be made at the Finance Office Daily between 8:30 – 9:30am. Payments can also be made on-line via Bizgate or using the QKR app. Please ensure a completed order form is sent to the office. On receipt of payment, the uniform items will be sent to the child’s classroom.
**SWIMMING POOL**
Students are required to wear bathers and ‘rashies’ or a t-shirt over the top. Jewellery is not to be worn in the pool except for medical purposes.

**ART LESSONS**
Students are required to wear protective art shirts/smocks. We ask parents to provide an old article of clothing for students to wear over their uniforms for protection.

**GARDEN LESSONS**
Students should wear closed-in shoes, rather than sandals on days when they will be working in the garden.

**OSHC**
Refer to OSHC Policy

**Health Matters**

**MEDICATION AT SCHOOL/HEALTH CARE PLANS**
If a student has a prescribed medication to be taken during the day, the school must be notified in writing by the parent. Where long term medical or allergic conditions needing medication exist, the family doctor, through the parents, should provide the school with a Health Care Plan that details the nature of the drug and its appropriate use. Parents whose children have anaphylactic reactions must supply an EPI-pen and a current Health Care Plan. This is stored in the Front Office.

**ASTHMA**
Any child who uses a prescribed aerosol for asthma is required to supply the school with a spare, current, labelled and dated inhaler, to be kept for emergency use by that child. This will be stored in the Front Office. Parents are to ensure that children have their medication with them and are able to administer it themselves. **NB:** Inhalers are prescribed for each individual and as such will not be used for other children. The school has an Asthma Kit, which can be used in an emergency.

**ANALGESICS**
- The use of analgesics is discouraged for all children.
- The school does not dispense analgesics to students.

**DENTAL CLINIC – GP Plus Healthcare Centre Marion Phone 74258400**
All children in State Schools, under the age of 18, are entitled to dental care, free of charge. Black Forest families are linked to the Dental Service at GP Plus Healthcare Centre Marion. All dental care is carried out by Graduate Dentists, or Graduate Therapists. Parents are to contact the clinic to arrange a time that is suitable. Hours: Monday - Friday 8.30 am - 4.30 pm. Emergency Care - 365 days per year (closes 10 pm)

**FIRST AID - Accidents**
Despite the fact that children are supervised throughout the school day, accidents do happen. Usually accidents are of a minor nature and require only minor treatment. Sometimes, more serious accidents can occur. If this is the case, parents will be contacted. Therefore it is essential that current phone numbers are entered on Emergency Contact forms. If your phone number and address change at any time, please let the school know immediately.
AMBULANCE SERVICE FEES
People who have private health or accident insurance are to claim Ambulance Service Fees via their private fund. Those families without insurance are required to submit a form through the school Principal, requesting payment of the account by the Education Department.

INFECTIONOUS DISEASES
Education Department Regulations concerning infectious diseases are listed. We seek parental cooperation in observing the excluded times.

CHICKEN POX Exclude until fully recovered
MEASLES Exclude for at least 4 days from the onset of rash.
GERMAN MEASLES Exclude until fully recovered or for at least four (4) days after the onset of the rash.
MUMPS Exclude for nine (9) days, or until swelling goes down.
HAND, FOOT & MOUTH Exclude until child is well and all blisters have dried up.
HEPATITIS Re-admit on receipt of a medical certificate of recovery, or subsidence of symptoms, but not before 7 days after onset of jaundice.
CONJUNCTIVITIS Exclude until discharge from eyes has ceased
IMPETIGO Exclude until sores have fully healed.
(School sores) The child may be allowed to return provided that appropriate treatment is being applied and that sores on exposed surfaces, such as scalp, face, hands or legs, are properly covered with occlusive dressings.
RINGWORM/SCABIES Re-admit when appropriate treatment has commenced, supported, when requested, by a medical certificate.
HEAD LICE Exclude until appropriate treatment has been given.
Enquire at doctor, chemist or school for appropriate treatment).
Home Learning Expectations

See separate policy for changes

Homework:
- provides a positive opportunity for children to share their work/learning with others at home (explanation of what is being done clarifies thoughts, reinforces learning, highlights area of need);
- enables the child to develop desirable study habits;
- provides opportunities for children to take responsibility for an increasing amount of their own learning.

Teacher responsibility includes
- inform families and students of class Homework Expectations.
- set work on any four nights per week, days to be negotiated - extra or weekly tasks may be set on weekends to facilitate the use of community facilities;
- consider a range of options for children to complete tasks (ie. contract over a week, within two nights);

Parent responsibility includes
- provide the opportunity and an appropriate environment for their child to complete homework successfully (ie desk or table to work on - television and radio off);
- sign their child’s diary - this indicates the child has completed or made a reasonable effort to complete the work;
- inform the teacher if the child is having difficulty;
- inform the teacher if the homework isn't completed, via a note in the diary.
- monitor time spent on home activities

Student responsibility includes
- accurately record tasks in diary;
- ensure the task to be undertaken is understood
- complete tasks set in the time frame;
- take diary to parents for information and signing;
- return the diary to school daily.

How can you be involved?

Families/Caregivers are encouraged to be involved at the school at a level which they feel comfortable. This can include working in classrooms, coaching sporting teams, being a volunteer in the Learning Assistance Program, attending school functions or joining School Council or one of its sub-committees. You could also volunteer to help in the canteen, garden, library, LAP or any other support focus group. Please note: All volunteers require a DECD Police Clearance., Signed Volunteer Agreement and completion of Responding to Abuse and Neglect Training. DCSI Clearance Forms are available at the Front Office.
SCHOOL GOVERNING COUNCIL
From 2015, the Governing Council will consist of up to 12 elected parents, the Principal and 2 staff representatives. It exercises general oversight for the well-being of the school, works in collaboration with the principal on the educational needs of the school and considers the general educational policy within the school. Elections are held every year and parents are voted on for 2 years.

The Governing Council elected members are your representatives. The Annual General Meeting is held in February each year. Parents are urged to attend to hear the Annual Reports and to elect their representatives for the following year.

PARENT LIAISON GROUP
Parent Liaison Group are class parent representatives who meet twice a term to foster learning partnerships with teachers and parents and connect student learning beyond the school. Their purpose is to create conditions and support the involvement of parents/caregivers in the educational process for their children.

Lost Property

It is essential that each item of your child’s clothing is clearly and permanently marked. Lost property is placed in the wooden trolley outside Room 1. Please feel free to inspect this at any time and take what is yours. All unclaimed clothing will be given to charity after all efforts to locate owners have been made.
Organisation of the School Day

TERM DATES

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<th>Term</th>
<th>2015</th>
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<tr>
<td>Term 1</td>
<td>27th January—10th April</td>
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<td>Term 2</td>
<td>27th April—3rd July</td>
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<td>Term 3</td>
<td>20th July—25th September</td>
<td>Term 3</td>
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<td>Term 4</td>
<td>12th October—11th December</td>
<td>Term 4</td>
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SCHOOL TIMES

- **Arrival at school**: 8:30am – 8:50am
- **Lessons begin**: 8:50am
- **Recess**: 11:00am – 11:30am
- **Lesson time**: 11:30am
- **Lunch**: 1:10pm – 1:40pm
- **Lessons**: 1:40pm – 3:10pm
- **School Dismissal**: 3:10pm

We seek the co-operation of parents in seeing that all children are at school by 8.40am. The time before the school day begins is an important socialising time for students. A teacher supervises the play areas after 8.30-8:50am. We expect all children leave the schoolyard as soon as possible when dismissed at the end of the school day, unless they are involved in sports practices or other school organised activities. Once a child arrives at school he/she must not leave before 3.10pm, without parental permission.

Orientation Visits and Enrolments

TRANSITION TO SCHOOL FOR RECEPTION STUDENTS

Our Transition to School Policy (Refer Pages 29-32) aims to provide procedures that assist both parents and children commencing at our school to adjust to the school setting. These procedures are based on the 6 principles of effective transitions: • Acting Intentionally • Being Responsive • Pedagogy and Play • Well being for Learning • Building Partnerships Professional Collaboration

An integral part of transition is Orientation to school, which involves:

- In Term 4 of the year prior to a child starting Reception, a Welcome to School Family Evening, visits by a Reception teacher to Prior to School settings and one Orientation to School visit
- In Term 1 Week 1, four Orientation to School visits during which students are involved in morning routines, a tour the school, classroom activities, recess and lunch inside with class, supervision during recess play. Early dismissal every day this week. Parents will have the opportunity to tour the school, meet the teachers and leadership. Meetings with the Deputy Principal.
ENROLMENT FORMS

These can be filled out at any time, although we encourage families to do so as early as possible.

An enrolment form must be completed for each child and a copy of the birth certificate is required.

Families outside the school zone are welcome to register and if vacancies exist they will be sent an enrolment form and letter inviting their child(ren) to join the school community.

Out of School Hours Care

A Before and After School Care program is available each morning from 7:15am - 8:50am and after school from 3:10pm - 6:00pm. The OSHC also runs a Vacation Care Program and when staff has a professional learning day. Contact OSHC on 8293 8085 weekdays for information.

Parent/School Communication

Newsletter

School Newsletters are available on line fortnightly (Fridays) at http://www.blforest.sa.edu.au/newsletters.htm The Newsletter provides information about a wide variety of school activities. Class Newsletters will be sent home during the term. We encourage parents to subscribe to email newsletter notification as other communication/notices are emailed regularly via the Newsletter Subscriber List.

Diaries

These are used by classes in Years 3-7 and are a useful means of communication between class teachers and parents. Parents are asked to sign entries to ensure messages have been received.

Communication Books

Classes in Year R-2 use these as a means of ensuring home and school are informed of relevant information.

Electronic Communication

Class teachers use a range of strategies to communicate with parents and may include Class Blogs or Websites and email.

Incidental

Parents are welcome to discuss their child’s progress at any stage of the year. To enable a teacher to be free of class responsibilities, parents are asked to arrange a convenient time.

Requests to meet with the Principal and Deputy Principal can be arranged by phoning 8293 1204.

Staff will at times request a conference interview with parents to discuss a child’s learning and/or welfare.

Annual Report

The Annual Report is available either in hard copy or on our school website.
Parking

The location of our school provide challenges for arrival and collection of children. The safety of children walking or riding bicycles to school is essential. Parents are asked to observe the following restrictions:

1. **Staff Car Park area off School Avenue is for staff use only.** To ensure the safety of children at the end of the school day, **the gate to the staff car park will be closed from 3.00pm - 3.25pm when families continue to park in this area.**

2. Parents are asked NOT TO walk their children through the Staff Car Park gate, but to use the pedestrian gate nearby.

3. **Parking in Oban Avenue**
   - On the eastern (hills) side: **No Parking between 8:00am – 9:00am and 3:00pm – 4:00pm.** This means you **may stop your vehicle** during those hours, **to let people off or pick them up, but you must not park,** ie. You must not turn your engine off, and/or leave your vehicle.
   - On the western (sea) side: **No Standing between 8:00am – 4:00pm.** This means you **must not stop your vehicle at all** during those hours, even to let off or pick up passengers. Outside of the 8 hours specified, you may park as long as you like!
   - In the turning circle **NO STANDING ANYTIME.** This means you **must not stop your vehicle in this area at any time,** even to let off or pick up passengers.

**Kertaweeta Avenue**
Students may be dropped off here. Please do not park across driveways.

**Footpaths and Nature Strips:** These areas are set aside for pedestrians — it is illegal to park a vehicle on either of these.
A limited amount of parking is also available in the South Road Car Park.

Payment of Monies

**General payments** (Excursions, Camps, School Fees, OSHC)
The cash register operates from 8:30 – 9:30am daily. A school cash register receipt is issued for all transactions. Credit Card Payments can be made online (BIZGATE). Direct Debit arrangements through the Finance Office will commence in 2015.

**BIZGATE Receipting – Procedures for Parents**
This facility is only available for Credit Cards.
Please ensure that you have the following available:
Credit Card (Visa/Bankcard/Mastercard)  School Invoice or Statement

Instructions for payment:
1. Log on to the school’s website: (www.blforest.sa.edu.au)
2. Click on ‘Payments’ in the black bar under the ‘Welcome to Black Forest Primary School’ sign
3. Click on ‘click here to Pay School Payments’ for ALL SCHOOL PAYMENTS. OR choose ‘click here to pay OSHC Payments’ for ALL OSHC Payments. Please ensure the correct link is clicked as each one is linked to a separate bank account for separate companies. Payments made to the wrong link will not be credited to your account until the end of the month.
4. Once connected to ‘Bizgate’ Click ‘Next’ if you are ready to make payment or ‘Test Drive’ if you would like to see how it all works.
5. Enter ED ID – shown on the student invoice/statement. Or if unavailable enter nine zeros and a letter
AND make sure you enter information in Comments including student name and details of the Payment eg. M&S fees or basketball fees.

6. Enter Student’s Full Name.
7. Enter Invoice number(s) and amount(s). If you are not paying on invoice, enter the following details under Other Payment – item name, item description and the amount.
8. The “Other Comment” box is optional, and can be used to add any further comments regarding the payment that will assist the school.
9. Click ‘Next’ – bottom right hand corner.
10. Enter Parent/Caregiver name.
11. Enter Address of Parent/Caregiver.
12. Enter Email Address (optional).
13. Enter Telephone Number (optional).
14. Click ‘Next’ – bottom right hand corner.
15. Check details you have entered and then click ‘Confirm’ – bottom right hand corner
16. Complete Credit Card details – you must include the expiry date and verification code (i.e. the 3 digit code on the back of the credit card).
17. Ensure all details are correct and click ‘Pay Now’ – bottom right hand corner.
18. A delay of 5 to 10 seconds will occur whilst the credit card details are confirmed.
19. A receipt will be shown – it is recommended that the receipt be printed for your records.
20. Click ‘Close’ to complete the transaction.

School Fees can be paid • In full • Instalments (to be arranged) • School Card

School Fees for 2014 are: $390.00 per child/whole year

Excursion Levy is invoiced at the beginning of the year with Materials and Services Fee. The levy covers all excursions and incursions for Reception to Year 3.

School Card:
School Card Applications are available from the Finance Office. Applications must be lodged each calendar year. Please check with the Finance Staff if you are unsure of eligibility.

Transitions

Children regularly experience transitions during their life. For young children and their families, a significant transition takes place between kindergarten and school. At our school we work together to support young children and their families during transitions to, from and within our site.

Transition to School

Childhood is a distinct and valuable time of life. Every child has individual strengths and characteristics that develop in a unique family and cultural context. We acknowledge and value parents as children’s first and foremost educators and recognise the importance of the partnership between families and educators. Parents can support their child with their transition to school by ensuring their physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge are “on track” (Australian Early Development Index).

Transition to school from prior-to-school settings is a critical time in the life of a child. We know that a young person’s future wellbeing is highly influenced in their success in completing school (Social Inclusion Board 2007).
It is also clear from research that a child’s adjustment to the first year of school and the patterns of behaviour and achievement are established during this period, have important implications for the trajectories of future academic and social success (Dockett & Perry, 2004)

Our Transition to School Policy is comprehensive and grounded in contemporary early childhood research and utilizes a range of strategies (Refer pages....).

To prepare your child for his/her first day at school you may want to take them shopping for
- a lunch box, drink bottle, a school bag and pencil case
- a pair of sturdy shoes for running around in
- Uniforms help children feel that they belong

Books, pencils, glue, etc. are supplied. Please remember to label everything. Children are encouraged to keep water bottles at their desks or in their classroom and to bring a healthy snack (fruit, vegetable) to have mid morning. Recess and lunch are also important.

Transitions within the school
From Year 2 (Early Years) to Year 3 (Primary) is another transition point for children. Some take longer to adjust to the more structured routine than others. From this year, parents will find that generally there is a change from a Communication Book to a Diary, homework is set more regularly and will include a wider range of learning areas as the students approach Year 7, the Junior Primary play area can no longer be used and a range of team sports are offered.

Transition from school
From Primary to Secondary School: Students who have been “the leaders and role models” for younger students, find themselves “the juniors” again, having to find their way around to many more classes and working with a larger range of teachers.

To support them in this, to progress the skill of independent learning and offer a curriculum that prepares them for their future, Black Forest Primary School has a Middle School.

It is important that parents also start preparing for their child/ren’s move to Secondary School. Visit the schools “on your list” and find out what they really offer. Early in Year 7, students are made aware of specialist high schools and entry requirements, high school packages arrive and are distributed, information about Open Days/Visiting Days is distributed and parents are advised of the application process.

Year 7 teachers are asked by many of the Secondary Schools to write reports and references for students. For further information please visit http://www.decd.sa.gov.au and then click on Enrolment Information.
Recess and Lunch Play
The school day is organised so that students enjoy a half hour break for recess and a half hour break at lunchtime. At lunchtime, before students leave the classroom, they have a minimum 10 minute eating time. There is a specific area for R-2 students only which includes a sandpit and playground area. PE equipment can be taken out each play time. The Resource Centre is open for children at lunchtime and the garden is open every day at recess and lunch.

Reporting on Student Progress
In reporting on student achievement, teachers at Black Forest Primary School use information gathered in a variety of ways: observation, teacher assessment, standardised testing, project/assignment work, oral presentation by student.
Parents are kept informed about what is happening in classrooms through diary/communication books, parent teacher newsletters, informal/formal discussions between parents and teachers and school newsletters.

Reporting program
Term 1: Acquaintance Night
  Parent/Teacher newsletter; Student progress meeting with parents (End of Term 1)
Term 2: Parent/Teacher newsletter; Written report at the end of term.
Term 3: Parent/Teacher newsletter; Student progress meeting on request from parents or teachers
Term 4: Parent/Teacher newsletter; Written report at the end of the term

School Assemblies
R-7 assemblies are held every 2 weeks in the school hall. They are run by, and for, the students who share their learning and other successes. Junior Primary “Get Togethers” (ie: Reception to Year 2) are held on alternative weeks to whole school assemblies.

The days and times for assembly are on the school calendar which is included in the first newsletter of each term and is also on the school’s website. Please check with your child’s teacher for further information.

Sharing Successes and Grievance Procedure
At Black Forest Primary School all students, staff and parents have the right to a safe and happy environment.

Supportive relationships between our school and its community give our children a greater chance of success. Parents want the best for their children, so it is only natural that there will be times when they will want to share things they feel are going well, or to raise concerns. It is important that the classroom teacher is always kept in the loop therefore she/he should be contacted first. Principal/Deputy and Senior Leader can then be contacted.
If you have concerns that involve students other than your children, it is important that you do not approach them and instead follow up your concerns through the classroom teacher and leadership. (Refer separate Compliments / Concerns / Complaints policy.)
**South Road School Crossing**

Trained student monitors in Year 6/7, under the supervision of a teacher, are present from 8:35am to 8:50am in the morning and again from 3:10pm – 3:25pm in the afternoon to help our students across South Road.

**Student Development/Management**

The school operates a Safe, Positive, Orderly School Environment, devised by parents, students and staff in line with the Education Department’s Policy and Learner Wellbeing. There is an Anti-Bullying policy available on the website and an Anti-Bullying Brochure.

There is a clear set of school expectations for behaviour. Children who do not follow these expectations are given pre-determined consequences, which are as near as possible to logical consequences.

If inappropriate behaviour continues the child, parent, teacher and administration will meet to determine how the child can be supported in staying within the school code of behavior.

Children could be suspended from school for serious or persistent, inappropriate behaviours. The key to successful behavior is consistency, known to all and are reinforced with encouragement, support and educational social skills programs in each classroom. Currently the Resilient Program “Bounce Back” is part of the curriculum from Reception to Year 7.

**Student Representative Council**

The Student Representative Council (SRC) is an active body with members on a range of school committees ensuring the student voice is heard.

SRC has a history of fundraising for student needs and meets with the teacher in charge to plan student events and identify aims for the year. Students are elected onto the SRC. All students are actively encouraged to be involved in decisions around their learning.

Our aim is to enable each child to develop and reach his/her potential in the basic skills of literacy and numeracy and to extend and enrich his/her knowledge of the world in which we live.

**Teaching and Learning Programs**

Our aim is to enable each child to develop and reach his/her potential in the basic skills of literacy and numeracy and to extend and enrich his/her knowledge of the world in which we live.

**THE LEARNING AREAS**

1. **English:** Reading, listening, speaking, writing and spelling.
2. **Mathematics:** Space, measurement, number, chance and statistical data, and algebra.
3. **Health and Physical Education:** Personal and Social Development, Health of Individuals and Communities, Physical activity and participation
4. **Science:** Investigating, describing and understanding our physical and biological world.
5. **History:** Provides opportunities to investigate Australian & world history. Students develop knowledge, understanding and skills through studies of society, events, movements and developments.
6. **Geography:** Provides opportunities to investigate, analyse and explain the characteristics of the places that make up our world.
7. The Arts: Visual arts, craft, design, dance, drama, music and media studies

8. Technology (Includes Computing): The ICT program aims to build on basic skills: Technology includes designing, making and appraising known or new objects/ideas

9. Language Other than English: Italian is taught at BFPS. Proficiency strands embedded in Australian Curriculum

Play
At BFPS there is a culture of play in the early years (R-3) as play is an important and developmentally effective way for children to approach learning and schooling (Refer to Play Policy Page 49)

Garden
The Black Forest Primary School community is very proud of its garden. Each section (R-2, 3-5 and 6/7) has a garden bed, or a project they manage as part of their program during the year. An SSO staff member is in charge of the garden and works with classroom teachers and students. Students need to wear closed-in shoes, rather than sandals on days when they will be working in the garden

DECD Service Providers
Speech Pathologist, Psychologist, Disabilities Consultant and Interagency Support Personnel service our school and support teachers with students who require a referral. For more details please talk with your child's class teacher, or the Principal, Deputy Principal or Senior Leader.

Learning Assistance Programme (LAP)
Students may receive support to develop social, physical and academic skills through this program. Parents involved work in a one-to-one situation with students working on a program developed by the class teacher.

Library/I-Centre
Our Library is fully computerised. Each child, teacher and parent who wishes to borrow resources will be provided with a bar-coded borrower's card. The Library staff would welcome any help which parents may be able to offer in repair and maintenance, or in cataloguing and other tasks.

Learning Assistance Program (LAP)
The Learning Assistance Program is a program where volunteer parents, students, grandparents or community members help individual students with learning needs on a one to one basis. The program operates all year with students identified during Term 1 of each year. Each teacher is able to nominate students who would benefit from the program and a matching process with volunteers is completed. LAP is defined as: ‘A special program for students who would benefit from individual time with a caring volunteer’. Special emphasis is placed on developing close, positive relationships between the student and the volunteer to assist in building self esteem and confidence. The program is currently managed by the Deputy Principal.
Music
Apart from the music included in the general school curriculum, children in Year 6 have the opportunity to be part of the School Choir and perform in the Primary Schools’ Festival of Music. The school also has a Junior Choir.

Tuition is given free of charge in violin, viola and ‘cello. Children from Years 3-7, who are interested, will nominate and undergo a test, when vacancies exist. Instruments can be hired through the school.

Private tuition for guitar and piano is also available at the school.

Sport—For all details please refer to Sports Policy on Page........

PE / Music
The school currently has specialist Physical Education and Music specialist teachers.

Information and Communication Technology
The school has once computer room and various mobile digital devices for student use. Students in Years 4-7 are encouraged to bring their own Chrome Book. The school uses the Google Platform, in particular Google Apps for Education.

Excursions/Camps
Staff must operate within the DECD guidelines. Parents will be advised in advance of costs and other relevant details. A consent form to attend must be signed by a parent. An excursion levy of $90 has been set for R-3 students.

Swimming
Students in R-5 attend lessons once a year at Unley Pool. Year 6/7 students have their lessons at the Unley swimming Pool or through alternative Aquatics Programs.
Uniform Purchases

A price list will be sent home at the beginning of the year, and updated when necessary. Payments can be made at the Finance Office Daily between 8:30 – 9:30am. Payments can also be made on-line via Bizgate or using the QKR app. Please ensure a completed order form is sent to the office. On receipt of payment, the uniform items will be sent to the child’s classroom.

Weather

Hot Weather:
The school is air-conditioned and it should be unnecessary for children to leave school early. On days when the temperature is excessive and/or weather conditions are unpleasant, children will remain in their classrooms during part of recess and lunch breaks.

Wet Weather:
On wet days, students will remain inside during play time.

For further information please refer to Sun Smart Policy Page 25
Policies
Sun Smart Policy

Rationale
Australia has the highest incidence of skin cancer in the world, with over 750,000 Australians treated for skin cancer each year. Black Forest affirms its commitment to child safety by offering safe alternatives to outside play in hot weather and by encouraging Sun Smart behaviours.

1. The population is predominantly fair-skinned.
2. Ultra-violet light from the sun is of sufficient intensity to induce skin cancer in this susceptible population.
3. For most of this century values have supported the belief that a suntan is healthy and attractive.
4. Lifestyle, work, school and recreational habits expose people to the sun for long periods.
5. Two in three Australians will be diagnosed with skin cancer before the age of 70.
6. Sun exposure during childhood and adolescence are critical periods during which UV exposure is more likely to contribute to skin cancer later in life.
7. Each 1% loss of Ozone layer results in 2% increase in ultra-violet radiation.
8. Each 1% increase in the ultra-violet radiation increases the risk of skin cancer and eye disorders by 3-5%.
9. Ultra-violet radiation is reflected up to 60% on sand, snow, water and cement.

Aims
• To promote positive attitudes towards skin protection
• To develop lifestyle practices which can help reduce the incidence of skin cancer.
• To encourage responsibility for and decision-making about skin protection.
• To ensure that children are protected from skin damage caused by ultra-violet rays of the sun, while at school.
• To encourage children and the wider community to protect their eyes by the wearing of UF protective sunglasses.

Strategies
1.1 From 1st September until 30th April, children will wear hats (Legionnaire or broad-brimmed – approx. 7cm) which protect the face, neck and ears, whenever they are outside, eg sport, sports practice, sports carnivals, outdoor excursions, physical education lessons, daily fitness, before school, recess, lunch, and after school.
1.2 Recess will be 30 minutes, from 11:00am – 11.30am, in order to minimise time in direct sun between 10am and 3pm (daylight saving).
1.3 Lunch includes 30 minutes play time, with children eating lunch in the classroom or shade for 10 minutes, with class teachers across R-7.
1.4 The Resource Centre will be open at lunch time.
1.5 Fixed seating provided in shaded areas.
1.6 Children who do not have their hats will stay in the area protected from the sun outside the staff room.
1.7 Children to be encouraged, via newsletter and class information, to protect their eyes by the wearing of UV protective sunglasses.
1.8 Outdoor activities will be held in an area of shade, wherever possible.
1.9 Teachers will schedule outdoor activities before 10 am and after 2 pm (11 am and 3 pm Daylight Saving Time), whenever possible.
1.10 Staff and parents to act as role models by · wearing protective hats and appropriate clothing
· wearing UV protective sunglasses · using a SPF 30, or higher Broad Spectrum, water resistant sun screen for skin protection · seeking shade whenever possible.
1.11 Skin cancer prevention included in the school Health curriculum.
1.12 Parents are encouraged to ensure their child has applied sunscreen prior to coming to school in the summer months and to supply their child with their own sunscreen to be reapplied by the child throughout the day.
1.13 Children to be encouraged to apply a broad spectrum sunscreen with a SPF of at least 30, 10-15 minutes before going outdoors. Reapply every 2 hours if outdoors, or more frequently if swimming. From 1st September until 30th April, children will be encouraged to apply sunscreen before school and before going out to play.

1.14 Students to be encouraged to wear shirts with collars and sleeves, at least elbow length, and longer style shorts/skirts, school uniform to be in line with these requirements.

1.15 Families to be reminded annually re the danger of skin cancer and the possible damage to unprotected eyes.

Hats
Broad brimmed and legionnaire hats will be worn from 1st September – 30th April.

When the temperature is 37°C or higher the following will occur:
- Children will be supervised inside at lunch time, recess time, stay in the shade, sit quietly
- Outdoor education activities will be cancelled.

For outside sporting activities, including school sports and vigorous Phys Ed lessons, the temperature limit is reduced to 35°C.

For swimming lessons, when the temperature is 37°C or higher
- Verbal instruction and discussion time will take place in the student’s classrooms
- Aquatic activities may still take place in the water (sunscreen and t-shirts or rash vests are worn)

When the temperature is 35°C and under 37°C, students will be instructed to play in the shade and to avoid vigorous play.

Sun Smart guidelines are also in place for After School Sport.

Management
The following structures will be followed:
- Hot Weather Policy will be communicated to staff from the office.
- The decision to enact Hot Weather Policy will be made by Leadership Staff.
- Data will be accessed from the Bureau of Meteorology website, which offers an on line service updated every ten minutes.
- On ‘Hot Weather’ days, teachers will share supervision of students inside at playtimes. This will be supported by specialist and support staff.
- This policy document and the rosters are to be retained in class folders for easy reference.

Please also note:
In the case of hot weather that does not meet the criteria, children will be encouraged to seek safe and shaded play options.
- Students without hats will stay in designated shade areas at playtimes
- Adults are encouraged to model Sun Smart behaviour by wearing hats or carrying an umbrella when outdoors.
- School hats are part of School dress code and therefore need to be maintained in good order-clean and tidy.
Healthy Eating Policy

Rationale
A healthy lifestyle is vital to good health at all stages of life but especially in childhood. It is during childhood, particularly in the primary school years, that children develop lifestyle habits that can last a lifetime. It is also at this stage that major growth and development occurs, to which nutrition and a well-balanced diet is fundamental. Concern has mounted recently in Australia over the poor food choices and eating habits of children and adolescents. Research statistics widely reported in the media have raised alarm over the growing obesity problem of the Australian population and in particular children and young people. At the same time there is growing evidence of the influence of the media and stereotypes on our young people, resulting in the increasing prevalence of eating disorders amongst our young people. Black Forest Primary School endeavours to provide an environment that will have a positive impact on nutritional health and promote a healthy lifestyle in our students, staff and parents.

Health risks of overweight and obese children include:
● Increased risk of heart disease,
● Diabetes,
● Ill health and early death.

Becoming underweight resulting in:
● Reduced immunity,
● Increased susceptibility to disease,
● Impaired physical and mental development and
● Reduced productivity.

Learning and behaviour risks of overweight and obese children include:
● Lower self-esteem,
● Anxiety and depression,
● Social discrimination,
● Higher level of physical discomfort (eg heat intolerance, heat rashes, breathlessness on exertion & aches and pains),
● Deterioration of general health.

At Black Forest Primary School we will promote:
● Positive attitudes towards healthy food choices,
● Lifestyle practices which can help reduce the incidence of obesity, tooth decay and other related diseases,
● Personal responsibility for decision making about healthy eating.

Objectives
Black Forest Primary School is guided by the DECD Eatwell SA Healthy Eating Guidelines which recommends daily availability of healthy foods which are low in fat, salt and sugar, high in fibre and with limitations on the quantity and frequency of less healthy options. These are known as "Everyday Foods" as opposed to "Sometimes Foods".

Therefore:
● Children are encouraged and given an opportunity to eat fruit and vegetables during each school day,
● Children are encouraged to have a water bottle accessible allowing them to drink water throughout the day,
● Parents will be encouraged to provide ‘Litter Free’ food,
● Healthy treats provided at school comply with DECD Healthy Eating Guidelines with the intention of eliminating extrinsic food rewards (ie. no lollies as rewards),
● Our school is a ‘Nut Aware’ school and therefore nut products are discouraged at our school (Parents are requested not to send food to school containing nuts. At Acquaintance Nights, early in the school year, parents are reminded of this, especially if there are class members with a known allergy to nuts or any other food products),
● Students receive explicit teaching about healthy food and nutrition as part of the Health curriculum,
● Parents are encouraged to provide healthy food and cool foods wherever possible (ie. Ice packs),
- All food cooked at school as part of class programmes will comply with ‘DECD Healthy Eating Guidelines’. (ie. ‘Sometimes’ food only 2 x per term),
- All food at class parties will reflect a balance of ‘Everyday’ and ‘Sometimes’ foods,
- All food consumed on camps and on excursions will comply with the ‘DECD Healthy Eating Guidelines’, reflecting a balance of ‘Everyday’ and ‘Sometimes’ foods,
- The Canteen menu complies with ‘DECD Healthy Eating Guidelines’,
- Supervised lunch eating time is provided for 10 minutes daily in a social environment,
- Staff model positive food choices and do not have soft drinks and lollies in class,
- The school will adhere to the Food Safety Acts,
- Children’s medical needs are supported,
- Regular support is provided to families through education about healthy food choices,
- The community will be involved in promoting good nutrition,
- Any outside sponsorship/ organisation will comply with DECD Healthy Eating Guidelines,
- Black Forest Primary will be a breastfeeding friendly environment.

Therefore at Black Forest Primary School:
- Soft drinks are not to be consumed by students during school hours,
- Consumption of lollies by students is discouraged,
- Foods high in fat, salt and sugar are discouraged,
- Foods low in sugar, salt, fat, unprocessed and minimally processed foods are encouraged (eg fresh fruit and vegetables, whole grain bread, cheese, yoghurt, etc).

When enrolling a child, parents will be:
- Informed of the Healthy Eating Policy via the Parent Handbook,
- Encouraged to send their child to school with fresh fruit and vegetables and a bottle of water each day,
- Encouraged not to send their child with chips, sweet biscuits and other “sometimes foods” on a daily basis and not to send food containing nuts to school.

Other relevant policies include:
1. Canteen Policy
2. Allergies and Nut Awareness Policy

REVIEW: This policy was reviewed August, 2014. Next review 2016
Transition to School Policy

Developed September 2013

RATIONALE

Our Orientation to School Policy aims to provide procedures that assist both parents and children commencing Reception to adjust to the school setting.

PRINCIPLES OF EFFECTIVE TRANSITIONS

The Orientation to School Policy is grounded in the 6 principles of effective transitions as documented in DECD Position Paper on Transition to School (2013). At Black Forest Primary School we are working towards sustainable and high levels across all principles, developing collaborative mechanisms across prior to school settings and our site to share pedagogy and practice and to know and understand children and learning. These levels are documented in our policy as follows:

**Acting Intentionally**

We understand that transition is a process and plan to strengthen it, to ensure children are supported and their wellbeing enhanced

Policies and Plans: At BFPS, leaders ensure that Transition processes, policies and programs, involve educators at all levels as well as community members, and are:

- Systematically and collaboratively developed and documented
- Evident and available for all community members.
- Reflect and accommodate the diversity of the school community.
- Embedded within the school culture and visibly implemented within the site.
- Known, understood and talked about by staff, children and families

Planning and Review Processes:

- At BFPS predictable, ongoing processes exist to purposefully and collaboratively plan and review transition processes, led by site leaders and involving all relevant stakeholders – educators, families and children.
- All relevant sites are represented and actively involved.
- Children’s voices are authentically sought and considered as part of review processes

Orientation Programs:

- Transition is viewed as a complex process over a varying length of time which differs for each child and family
- Our Orientation to School (OTS) program is flexible and extended and consider the individual needs of children and families. The program may look different for different children in content and length of time.
- BFPS OTS program seeks to build on children’s prior experiences, connect new and old settings, and focuses on children developing their own identity in school, developing supportive relationships and positive attitudes and dispositions.

**Being Responsive**

Building on children’s prior and current experiences helps children feel secure, confident and connected. Successful transition involves planned, professional conversations about each child in which the contributions of all parties are valued. Learning, development and wellbeing are central to successful transition.
Knowing and Responding to the Community:

- Our transition planning and processes reflects the diversity of the community and address equity, access and individual needs and the lived experience of families.
- Children’s prior to school/family/community experiences and achievements are valued and used as a basis for the development for ongoing learning and development.

Knowing and Responding to each Child:

- BFPS transition processes and planning respond to individual children and actively seek and act on relevant information from families and prior to school settings.
- Our transition planning and processes prioritise the development of a strong identity and sense of belonging within the school community.
- Planned opportunities exist for children to develop new friendships and relationships with relevant children and adults in a non-threatening way whilst maintaining confidence and self-esteem.

Pedagogy and Play

Young children’s play allows them to explore, identify, negotiate, take risks and create meaning. Children who engage in quality play experiences are more likely to have well developed memory skills, language development and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning (Cordova E & Leong, DJ 2005).

Understanding of Issues related to “Transition”:

- Educators in our school recognise that children bring ways of belonging, being and becoming from their home and prior settings.
- Educators understand that transition is a complex and long term process involving a child’s identity and sense of belonging in the new context.
- Educators work together to ensure transitions for children are contextualised and promote success for each child.

Commitment to Play Based Pedagogy:

- Leaders and educators at BFPS understand play is a major pedagogical process for learning.
- Leaders at BFPS ensure that educators are supported with resources and learning environments which facilitate quality play across the curriculum.
- Educators use play as an opportunity to make evidence based decisions about children’s learning and development.
- Play is used as a means to foster and attend to each child’s physical, cognitive, social, spiritual and emotional wellbeing in order to maximize their learning potential.

Understanding of Curriculum Frameworks:

- Educators in all sites have an understanding of each other’s curriculum frameworks and pedagogical approaches.
- As educators in school and prior to school settings we engage in a range of planned, collaborative professional activities.
- Educators work together to support connections and continuity of learning for children as they transition to school.

Wellbeing for Learning

When we attend to children’s physical, cognitive, spiritual, emotional and social wellbeing, we foster their confidence, optimism, perseverance and resilience – they are more able to concentrate and so-operate, and their learning potential is maximised.
Positive Engagement of Children and Families:
- Educators at BFPS understand the connection between wellbeing and learning and share a commitment to supporting and monitoring wellbeing
- There is a shared commitment to processes which develop and extend children’s wellbeing and self esteem.
- Respectful and reciprocal relationships with families are developed
- Families have a strong and positive role in supporting children as they move to a new setting.

Belonging in a New Context:
- BFPS staff and community jointly develop the school’s values and goals and work together to embed them in everyday practice.
- Educators actively attend to the development of effective relationships which support the growth of identity and positive dispositions to school and learning
- Families and children contribute as valid and valued members of the new site.

Monitoring Wellbeing:
- As a school we have specific strategies and processes in place to monitor their learning environment as well as children’s engagement and wellbeing at various stages of their transition process.
- Educators at our school work with families and also with colleagues across sites to maximise each child’s wellbeing.
- BFPS educators respond to the identified needs of each child and adapt practice to ensure all children develop a positive sense of identity, agency and self-esteem in the school setting.

Building Partnerships
Building genuine partnerships with families based on reciprocity and respect, is in the best interests of children.

Communicating Across Sites:
- Leaders and educators at BFPS ensure communication about individual children’s learning is comprehensive, collaborative and informs practice.
- As leaders and educators we initiate and sustain opportunities to engage across settings to discuss the nature of curriculum content and pedagogy.

Communicating with Families and Children about Learning:
- Priority is given to meeting with families to discuss their perspectives and share their knowledge about the child
- Children are involved in sharing their learning with educators using learning stories or similar records of learning

Communicating with Relevant Professional Support Personnel and Agencies:
- Planning includes the development of ongoing partnerships and working relationships with relevant support professionals
- All stakeholders collaborate to inform decisions made to ensure a positive transition for all children

Professional Collaboration
Children and families are more likely to experience positive transitions when leaders and staff across sites and services collaborate. This collaborative engagement across the care, education, health and family services adds to the holistic approach in working together with families and children.
Professional Conversations (within and across sites):
- Leaders and educators in school and prior to school settings commit to and engage in regular, planned, shared opportunities for professional dialogue and conversations about children, pedagogy and continuity of learning.
- Leaders and educators seek to maximise opportunities for meaningful professional conversations with families and relevant support personnel.

Shared Professional Understanding Across Settings:
- Educators across sites have a shared philosophy and understanding about children and pedagogy.
- Educators clearly articulate how their practices are driven by their philosophy and work collaboratively to maximise connections and consistency in practice across sites.
- Educators understand how different curriculum frameworks impact on practice and make conscious and obvious efforts to integrate those curriculum frameworks to maximise continuity of learning from the perspective of the child and family.

Joint Professional Learning:
- Educators across sites participate in active networks / Professional Learning Communities on a regular basis to strengthen and share understandings about teaching and learning for young children.
- Professional learning impacts positively on shared practice across sites.

OPERATING GUIDELINES
Children who turn 5 years of age BEFORE May 1st can start school at the beginning of the year.
Children who turn 5 on or after May 1st will start school at the beginning of the following year.

ENROLMENT
Proof of age is required at the enrolment interview.
For Reception students a letter of welcome is sent to parents including the School Transition program in Week 2 of the term prior to the child starting. A letter of welcome from the class teacher is sent to the child in the holidays prior to the child commencing school.
Parents may negotiate with teachers if they wish to take children home early for a limited time otherwise normal school hours apply.
Anti-Bullying Policy

AIM
The aim of this policy is to ensure that staff, parents and students of Black Forest will work together to create a safe, caring, orderly and productive learning community that supports the rights of all students to learn and all teachers to teach.

RATIONALE
a. At Black Forest Primary School we believe each student and staff member has the right to feel safe, physically and psychologically.

b. Bullying impacts negatively on the people involved, interferes with their right to learn and feel secure and damages their sense of wellbeing.

c. Bullying is a systematic abuse of power involving deliberate hurtful gestures, words, or actions which are repeated over time and can involve violence.

d. Racist and sexist harassment or any other forms of discriminatory behaviour may occur because of people’s inability to accept or value differences.

e. We have a responsibility to empower our school community to identify and implement strategies to eliminate and prevent bullying and harassment.

DEFINITIONS
Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group to one or more persons. Cyber-bullying refers to bullying through information and communication technologies.  (1)
Conflict or fights between equals and single incidents are not regarded as bullying

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age and/or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or it may be a single act. (2)

Bullying and harassment can leave a person with many different feelings including: being scared or angry, feeling helpless, sad, powerless, worthless, doubting their own worth, ill, lonely and/or depressed.

BULLYING / HARASSMENT CAN INCLUDE ANY OF THE FOLLOWING:
Physical: Threatened or actual violence against another person/s that results in psychological harm or injury. It includes hitting, punching, pushing, kicking, touching, grabbing, spitting, looks, stares, facial expressions and gestures
Sexual: Unwelcome sexual conduct which makes a person feel offended, humiliated and/or intimidated: suggestive comments or jokes: sexually explicit pictures, screen savers etc
Verbal: Spoken or written insults, threats, suggestive comments, name calling, unfair criticism, spreading rumours
Racial: Consists of acts or behaviours which are directed against individual or groups (based on perceptions of cultural background and physiological characteristics) and which are experienced as insulting, offensive, demeaning, humiliating or intimidating.
Extortion: Coercion to hand over money or possessions.
Social: Forming groups to leave out, ignore and disrespect: influencing, encouraging to organising someone else to be involved in any type of bullying

Cyber bullying: The use of internet services or mobile technologies such as email, chat rooms, discussion groups, instant messaging, WebPages or SMS to intimidate, humiliate, or putdown a person by sending repeated negative messages, cyber stalking, posting unwanted photos and sending threats.

IF BULLYING / HARASSMENT OCCURS:

- We may feel frightened, unsafe, embarrassed, angry or unfairly treated. Our work, sleep and ability to concentrate may suffer
- Our relationships with our families and friends may be affected and we may feel confused and not know what to do about the problem.

DECLARATION OF THE RIGHTS OF INDIVIDUALS IN THE SCHOOL COMMUNITY

As a member of the school community you have the right:
1. To be and feel safe and to be treated with respect
2. To feel included
3. To be valued for yourself
4. To be free from harassment
5. To know who to go to for help
6. To be listened to and be heard
7. To know that steps will be taken to resolve problems or issues
8. To be provided with information and advice about bullying and how to manage it

Every member of the school community has the right to be safe and free from the attempts of others to exert unjust power over them. As a consequence all members of the school community have made a commitment to work collaboratively to maintain a safe and caring environment for all students.

Responsibilities

Students
If a student feels that they are being bullied, or has witnessed bullying behaviour as bystander, it is expected they will:
- tell the person to stop the behaviour
- support the person who is being bullied and request help from a teacher at the time of the incident
- report behaviour to class teacher or other staff member
- treat others with respect at all times
- be aware that if students have witnessed bullying behaviour as a bystander they are responsible for reporting the incident.

All Staff (including Support Services staff)
If a student reports a bullying incident or a staff member witnesses incidents of bullying they are expected to:
- listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour
- find out the background and attempt to resolve the incident
- refer the incident to leadership, if follow up is required
- model appropriate behaviours at all times
- implement curriculum that supports social education and student well being
- use Restorative Justice practices
- support the witnesses / whistle blower

Leadership
- provide support to the students who have been bullied
- provide support for bullies (i.e. anger management etc)
- ensuring the school anti-bullying policy is implemented consistently throughout the school
- make contact with parents regarding bullying incidents as required
- encourage students to continue to report incidents of bullying behaviour
- disseminate information regarding the school’s anti-bullying policy, procedures and curriculum
Parents and Caregivers

Children who are being bullied or harassed may not choose to talk about it with their teachers. They may be afraid that it will only make things worse or they may feel that it is wrong to tell tales. This is why parents and caregivers have an important part to play in helping the school deal with bullying.

- Watch for signs that their child may be being bullied. Some signs that a child is being bullied may be:
  - Unexplained injuries
  - Damaged or ripped clothing
  - Vague headaches or stomach aches
  - Refusal to go to school
  - Asking for extra pocket money or food
  - Tearfulness or depression
- Encourage their child to report any incidences of bullying.
- Contact the school if they are aware that any child is being bullied.
- Encourage their child to become emotionally resilient eg use of positive self talk, fostering optimistic thinking and connectedness to family and community.
- Support anti-bullying curriculum implemented at school.
- Contact the school for further information regarding support available.

At Black Forest Primary we use a 3 tier approach including prevention, intervention and post-intervention strategies:

1. Prevention strategies:
   - Identifying and defining the difference between conflict and bullying
   - Planned teaching and learning linked to anti-bullying.
   - Valuing diversity and teaching for and about diversity.
   - Providing professional learning for all staff re anti-bullying.
   - Teaching students about problem solving, conflict resolution and anger management and resilient behaviours.
   - Using the curriculum to teach about respectful and responsible relationships.

2. Intervention strategies:
   - An acknowledgement that there are degrees of seriousness of incidents of bullying and responses cater for this range.
   - Those responses are logical consequences to enable students to learn the appropriate social behaviours and provide an opportunity to restore positive relationships.
   - Implementing consequences for those who bully others as well as providing counselling to develop skills for self-management.
   - Teaching students of their responsibilities as contributors or bystanders.
   - Responses will be age appropriate.

3. Post-intervention strategies:
   - Monitoring situations between the students to ensure that their safety and wellbeing are maintained.
   - Informing parents of strategies to prevent and deal with bullying.
   - Reviewing and evaluating behaviour codes and policies.

Responding to incidents of bullying

The principles underlying responses to incidents of bullying include:

Low Level, infrequent incidents

Responses would include the use of a restorative practice process to understand, clarify and resolve the situation and work together towards repairing the harm caused; and this would include:

- a focus on what happened
• what harm has resulted
• what needs to happen to resolve the situation or repair the relationship
• a monitoring agreement

**Intermediate Level Incidents**
• Talking with the perpetrator(s) and the target(s) individually.
• Identifying the concerns of the victim/s to the perpetrator(s)
• Establishing an agreement aimed at reconciling the situation.
• Jointly negotiating how the agreement will be monitored
• Ensure parents are aware of incidents concerning their child.

If there continues to be further bullying the situation would be considered of high severity. Parents of students involved in this process will be notified and updated on the progress of the situation.

*(This process will be modified to cater for younger students or students with special needs. It would also be modified to suit the complexity of the situation.)*

**High Severity**
Responses to incidents of high severity, with parent involvement include:
• Sanctions such as removal from the yard, loss of play, restricted play areas or assigned tasks.
• The implementation of DECD suspension, exclusion and expulsion guidelines.
• Counselling for the target and referral to outside agencies
• Notification to Families SA.
• Notification to police.
• Negotiation with families to access DECD support services or Child And Adolescent Mental Health Services (CAMHS)

**EVALUATION**
The frequency or continuation of bullying will be monitored after six months and then after twelve months, alongside the effectiveness of the procedures as stated above.

It will be evaluated by:
• Noting if there has been a reduction in reporting or observed incidences of bullying.
• Speaking to parents who have reported incidences to find out if the problem has been resolved.
• Report given to community through Newsletter

**Links to**
“Student Well-being: Make a stand against bullying” and
“BULLYING: How Parents can work with the school to counter it”
VOLUNTEERS WORK HEALTH SAFETY INDUCTION

We welcome you as a volunteer at Black Forest Primary School.

We are committed to the health and safety of our community, and in particular we recognise the importance of volunteers who undertake valuable work.

Black Forest Primary School will ensure that volunteers are given the same consideration as employees under our Work Health Safety Policy.

VOLUNTEERS RIGHTS & RESPONSIBILITIES

As a volunteer you have a number of rights you should be aware of:

- to work in a healthy and safe environment
- to be provided with a job description that adequately describes your roles and responsibilities
- to be provided with an OH&S induction prior to commencement as a volunteer
- to be provided with sufficient information, instruction and training for you to perform your tasks safely
- to be provided with adequate supervision

As a volunteer you also have responsibilities to:

- work safely
- not affect the safety of others
- to observe all established Policies and Procedures
- report any safety concerns
- attend Volunteers Induction & RAN training as required (minimum every 3 years)

There are a number of important points relating to safety with BFP5 that you should be familiar with, as follows:

**Safe Work**
You are only asked to do work which you can perform safely, if you feel that you cannot do a job safely or have any safety issues please discuss with the Principal immediately.

**Signing In & Out**
It is the volunteers responsibility to “sign in” upon arrival and “sign out” upon leaving at the Front Office. Sign in sheets for R-2 classes for morning reading only are available in the J.P Unit and Kertaweta. Departures for these morning reading volunteers needs to be by 9:30am.

**Emergency Procedures**
- make yourself familiar with the emergency evacuation plan for the area in which you are working, in an emergency proceed via the safest route to the nearest emergency exit on the emergency evacuation plan.
- should there be a need to evacuate a building, proceed to the relevant area.
- in case of fire do not re-enter the building until instructed to do so by the Fire Warden.
- If you are in charge of an activity, you must organise the evacuation of people you are responsible for from the building, and check that all persons are accounted for.

**Confidentiality and privacy**
During the course of your volunteering, you may be given access to private and confidential information. The school will ensure that you are made aware of your responsibilities in relation to confidentiality, privacy and cultural sensitivity.

Strict provisions under the Privacy Act prohibit the release of information for a purpose not intended when the information was collected. Any personal information about students, staff and volunteers that you become aware of during your volunteer work must not be shared, unless it relates to mandatory notification requirements. This includes names, addresses, telephone numbers, circumstances or situations of any nature.

It is not acceptable to make comments about the use of individual teaching methodologies or student behaviour management.

**Volunteer agreement**
The Principal or Deputy Principal will provide you with a Volunteer Agreement, which you are both required to sign. Copies of the signed agreement will be kept at the school and you should also keep a copy for your own records. The agreement can be utilised by both parties in matters such as performance reviews.

**Child Related Employment Screening**
Volunteers who work closely with children, in an unsupervised role, are required to provide a copy of a recent Department for Communities and Social Inclusion Screening clearance. The necessary forms for this process are available from the Front Office. Once completed the forms are lodged with the Deputy Principal, verified and then forwarded on to the DCSI for processing. The clearance certificate supplied is valid for 3 years.

**Volunteer Protection Act 2001**
The Volunteer Protection Act 2001 seeks to protect volunteers from personal liability while they are undertaking volunteer roles.

It does not cover personal injury matters. School leaders can assist with enquiries related to your rights and responsibilities under the Act.

**Notification of Child Abuse**
Refer to Protective Practices guidelines (DECD website for more information). Under the Children’s Protection Act, 1993, you are obliged by law to notify Family SA (previously FARMS, Family and Youth Services) if you suspect that a child has been subjected to abuse. This is done by telephoning the Child Abuse Report Line on 131 478. You are advised to discuss your suspicion with the teacher or Principal first. Your suspicions could relate to anyone with whom you come into contact as the perpetrator of the abuse, for example, a fellow volunteer, a teacher, or a parent.

**Definitions of abuse:**

**Physical Abuse**
“Physical abuse is non-accidental physical injury inflicted upon a child.”

**Sexual Abuse**
“Sexual abuse is any sexual behaviour imposed on a child under the age of eighteen.”

**Emotional Abuse**
“Emotional abuse is a chronic attitude or behaviour towards a child which is detrimental to or impairs the child’s emotional and/or physical development.”

**Neglect**
“Neglect refers to any serious omission or commission by a person which jeopardises or impairs the child’s physical, intellectual or...
emotional development.” The law does not require that you prove your suspicions. Your identity as a volunteer will remain confidential. If you suspect someone is stepping over the bounds of a normal adult/student relationship, please speak to the Principal.

Insurance:
As a volunteer, you are covered by the government’s self-insurance arrangements, which cover personal accidents for volunteers who are carrying out volunteer duties at the direction of the site leader or governance body. Preschool or school leaders can assist volunteers with insurance enquiries.

Anti-discrimination, bullying, sexual and racial harassment
DECD is an equal opportunity employer and believes that everyone should have the opportunity to make a positive contribution through volunteering. The recruitment and screening of volunteers is done in accordance with anti-discrimination and equal opportunity-related legislation, policies and practices. All people will be treated according to their merits, without regard to their sex, age, religion, race, rearing ability, legal status, political belief, race, or other factors not applicable to their volunteer position.

Under the Equal Opportunity Act 1984, (the Equal Opportunity (Miscellaneous) Amendment Bill 2008) it is unlawful to subject a student, a fellow employee or volunteer worker to sexual or racist harassment or disability discrimination. Note: sexual harassment refers to any form of sexual attention that is unwelcome.

If you feel that any relationship within the volunteering role has been misused in this regard, please contact the Principal immediately. If the concern relates to the actions of the School Principal, please contact the Parent Complaint Unit on 1800 677 435. DECD is committed to providing a safe environment for all. Volunteers will not be disadvantaged as a result of lodging a complaint.

Complaints procedure
Should a dispute arise, it is important that problems are brought to light early and resolved using the correct process and procedures. As a volunteer, you have a right to open and fair access to grievance processes and to be fully informed of your rights.

DECD sites are responsible for ensuring all volunteers are made aware of their grievance policy and procedures. All volunteers have the right to have their grievances heard, respected and dealt with in a professional, efficient and fair manner.

Student behaviour
Every child in the school or preschool community is expected to treat each other with respect and courtesy at all times. As a volunteer, you are not expected to tolerate offensive and inappropriate behaviour. If a student is acting inappropriately, please seek the assistance of a staff member. Volunteers should not manage behaviour issues.

Training and development
DECD sites will provide training and development opportunities for volunteers as required. Free or low cost training is offered for volunteers through SA Association of School Parent Clubs Inc, Volunteering SA & NT, Northern Volunteering, Southern Volunteering and other regional volunteer resource centres.

Recognition and acknowledgement
As a volunteer, you will receive both formal and informal acknowledgement and recognition of your valuable contribution to the preschool or school. There are a number of special dates throughout the year that acknowledge and celebrate the contribution of volunteers. DECD encourages volunteers and sites to also access information about state and national events through Volunteering SA & NT and the Office for Volunteering SA.

Smoke-free workplace policy
A reminder that the Smoke Free Workplace Policy prohibits smoking at all government facilities including all preschools and schools, buildings, structures, outdoor areas and government vehicles. This also includes on-site car parks, and therefore you cannot smoke in any vehicle (including private cars) if they are located on-site or being used to transport children or others as part of your volunteering.

Reporting
Should you see a hazard, or you are aware of something that might injure you or someone else, or you are involved in an injury, incident or near miss, please report the matter immediately to the Principal. Alternatively, report to the person supervising the activity who will in turn report to the Principal.

First Aid
First aid kits are located in the front office as well as individual classrooms.

Equipment
BFPS provides equipment for your use. Volunteers are discouraged from bringing equipment from home. However, should this be necessary the equipment must be in safe working order.

Chemicals
You are only to use chemicals supplied by BFPS. The chemicals used by BFPS have been assessed for risk prior to use. Make yourself aware of the location of material safety data sheets prior to use, if you have any concerns or require personal protective equipment to use any of these products please discuss this with the Principal.

Working alone
For safety reasons volunteers are discouraged from working alone. You should be within sight of a member of staff when working with an individual student. Never be in an enclosed space alone with a student.

Conversations with Students
Remember that you are acting as a role model to the students who observe you. Any topics of conversation should be above reproach.

The exchange of gifts
Volunteers must not encourage affection from or dependency on students. One way this must be avoided is by not giving gifts to children. This relates to any item exchanged that is outside of the approved activities in the school curriculum. Remember, you are already giving your best gift, the gift of your time.

Vehicles
If you use your car as part of your volunteer duties, please ensure that your car is roadworthy and has seat belts fitted and worn. Current drivers licence, Criminal History Screening and sighted registration and Comprehensive Insurance papers are required.

Housekeeping
Please leave the work areas clean and tidy. These buildings are used by a variety of people and may include children, elderly and disabled.

Amenities
Bathroom facilities for volunteer use are available next to the staff toilets.

Black Forest Primary School places great value on the work done by volunteers. We aim to ensure that volunteers work in a safe environment and in a safe manner. Please help us to do so by reporting any hazards or safety issues to the Principal.

Phone: 8293 1204 Fax: 8293 3673
Email: d.o.54@schools.sa.edu.au

Government of South Australia
Department for Education and Child Development
PLAY IN THE EARLY YEARS - SHARED BELIEFS AND AGREEMENTS

Black Forest Primary School policy describes the shared agreements and whole site commitment to play as an integral part of our quality early childhood practice and pedagogy. It is a vital element of the Early Literacy Learning Strategy.

RATIONALE

Play is an important and developmentally effective way for children to approach learning and schooling within different forms and contexts. Through play, children are motivated to develop a sense of control and competence. Play encourages risk taking, opportunities to explore new experiences within a safe, secure and supportive context. Play is an opportunity for all children to be actively involved in learning. It has a central role in the individual development of language, social-cultural competence, problem solving and creativity. Young children’s play allows them to explore, identify, negotiate, take risks and create meaning. Children who engage in quality play experiences are more likely to have well developed memory skills, language development and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning (Bodrova E & Leong, DJ 2005)

PURPOSE

Play fosters:
- Open-mindedness, flexibility and adaptability
- An essential part of children’s cognitive, social, emotional and physical growth and learning
- Critical/problem solving, curiosity and creative thinking
- A forum for cognitive, physical, personal, social learning and growth at the child’s level
- Sensory, cognitive and affective appreciation of the world around them through exploration
- An opportunity for social interaction so that children can develop new relationships to transfer into their learning contexts (TfEL)
- Opportunities to process and make sense of experiences, test understanding, build imagination, and social skills.
- What learners know, understand and can do in all aspects of learning
- Conditions to practice and reinforce skills developed in other areas of learning and make links to their outside world
- Empowerment and gives ownership and choices
- Brain development as during play all areas of the brain are functioning
- A vehicle for curriculum delivery and for the purposeful use of Literacy and Numeracy skills in a relevant context.
- An element of continuity for students as they transition from preschool to school by continuing the familiar play based approach to learning in their new setting

THEORIES UNDERPINNING PLAY

There are a number of theories that underpin the practices of play at our school. These include:

1. Psychoanalytical (Freud, Erikson, Peller) – Play is a safe context for expressing emotions and impulses which may not be acceptable in reality. Play is an opportunity for children to develop a sense of control and competence as well as an opportunity to play out situation which may cause them distress. Play is therapeutic.
2. Arousal (Berlyne, Ellis, Fein) – Play is regarded as a levelling or modulating device that children can use to regulate their engine.
3. Metacommunicative – (Bates et al) – Children can use communication devices within play and these comments guide and direct the play. Often children will take on roles and adopt rules which relate to that particular play frame.
4. Cognitive –

3 stages of development (Piaget) which are characterised by different types of play:
- Sensory motor – functional or practice play (solitary)
- Pre-operational – symbolic play where children use their ability to mentally represent objects to engage in pretend play (social)
- Concrete-operational – play with rules
Social categories of play (Parten)

- Unoccupied: children do not seek to enter the play, but are in the vicinity of play.
- Onlooker: children observe the play and may be close to a play situation, but little direct involvement in the play.
- Solitary play: a child plays alone. There is no interaction with others.
- Parallel play: a child may play with objects and be near to others playing with the same or similar objects, but where there is little or no interaction among the players.
- Associative play: children are involved in group play with others who are using similar equipment and doing similar things. There is, however, no defined goal and no determined roles or plans of action.
- Co-operative play: Children play in a group, co-operating with each other to work towards a shared goal or to implement a shared plan of action.

Developmental (Vygotsky)

Play directly influences development. Pretend play gives children the opportunity to develop abstract thinking processes. All play is regarded as social and provides an opportunity for children to use mental skills and abilities, often before they are applied in other situations.

QUALITIES OF PLAY

At Black Forest we aim to provide play programs which enable children to regularly engage in “quality play” experiences. Many early childhood theorists describe the qualities of play however we believe Tina Bruce’s “12 Features of Play” (2001) seem to encompass all the elements. Bruce asserts that quality play will consist of at least 7 of the following indicators. She describes quality play as “free flow” play, which is able to flow freely and in a sustained way. Play:

- Enables children to use and expand on their own life experiences
- Supports children make up rules as they play and so keep control of their play
- Involves the construction and use of individualised and personalised products and props which enhance the play context for children
- Always involves children choosing to play and not being directed by adults
- Inspires children to rehearse and recast past and future experiences and create their own possibilities
- Creates a world of pretend
- Provides opportunities for children to play alone sometimes or together with children and/or adults in parallel, associatively or cooperatively, in pairs or groups
- Fosters personal play agendas to every play scenario
- Deep involvement and meaningful learning
- Facilitates transferring of recent learning skills and competencies to consolidate and celebrate what they know
- Is an integrating mechanism for children who are able to make sense of relationships with their family, friends and culture

GOOD QUALITY PLAY

Allows for effective learning when children are able to:

- Make links to their learning that leads to more complex brain development
- Learn at different rates and in different ways
- Have opportunities to explore ideas and interests in depth
- Feel secure and develop confidence in themselves as learners
- Initiate activities that promote their learning and to learn from each other
- Take control and use all their senses
- Have the opportunity to explore a rich range of natural and cultural artefacts
- Be encouraged and supported with their interactions with peers and adults in play

GENRES OF PLAY

At Black Forest we are committed to providing a quality play program which enables children to be engaged in a wide variety of play genres. Docket & Fleer (1999) describe a range of different types of play in terms of “Genres of Play” which provides a framework for planning for play in the early years at Black Forest. It is based on the premise that
children choose play activities for particular purposes or to meet their own particular needs.

- **Object Study** (Repetitive play with objects) - The child’s focus is on the object. Exploration of the properties of the object are evident. Repetitive actions will be observed.

- **Idea Study** (Playing with ideas) - The focus of the play is on ideas. Objects may be used as props (but not always) to assist with the play. Ideas can take the form of “make believe” and events experienced vicariously or learned directly.

- **Social Study** (Socially focused interaction) - The child concentrates on the interaction process, social rituals and cultural practices (rules within particular communities and social groups). Objects or ideas are really only the vehicle for interacting with another child/adult. Emotions and feelings may also be explored. Metacommunicative language may feature.

- **Role Study** (In role) - Collaborative or solitary play whereby the child acts out a role (functional, professional etc.). Metacommunicative strategies may be used.

- **Power study** (Power focused play) - The child identifies with a particular role and acts out the associated behaviours and relationships of power. Some forms of play are clearly aggressive, whilst others focus mostly on the role behaviours. Metacommunicative language may feature.

- **Physical Study** (Physical activity) - The child focuses on the physical experience. Either fine or gross motor skills are exercised in the play.

- **Language Study** (Language play) - The focus of the play is on manipulating language. This may occur independently or with others. Objects are peripheral.

- **Spatial study** (Spatially oriented activity) - The focus of play is on the use of space in relation to the child’s body.

- **Construction study** (Making things) - The child concentrates on making things, either alone or with others

- **Music study** - Active exploration of design of musical sounds (oral and instrumental, including percussion)

- **Work Study** - The child is a willing participant in adult focused activities. The child may initiate real work activities.

**ADULT’S ROLE IN PLAY**

As adults supporting and engaging in quality play programs with children and teachers at Black Forest take on a variety of roles in a play program depending on the nature and needs of play settings, contexts and the needs of groups and individual students

*Early childhood educators have important roles to play in the development of children’s play, and through thoughtful and sensitive support they can add to the richness, purpose and complexity of play. Research emphasises the importance of the role of adults in play situations as a continuum* (Dockett & Fleer 1999).

<table>
<thead>
<tr>
<th>Indirect</th>
<th>Direct</th>
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<tbody>
<tr>
<td>Adult as manager</td>
<td>Adult as facilitator</td>
</tr>
<tr>
<td>Manages time, space and resources</td>
<td>Adult as mediator, promoter of equity</td>
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**As a “manager of play” we will…..**

<table>
<thead>
<tr>
<th>Manage time...</th>
<th>Dedicate and commit to sufficient time and longer periods for complex play</th>
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<tbody>
<tr>
<td>Manage space...</td>
<td>Indoor &amp; outdoor&lt;br&gt;Variety of spaces&lt;br&gt;</td>
</tr>
<tr>
<td>Manage resources...</td>
<td>Consider the nature and appropriateness of play resources&lt;br&gt;Ensure resources are able to be accessed and used flexibly</td>
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As a “Facilitator of play” we will

<table>
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<tr>
<th>Mediate play...</th>
<th>Assist children to achieve their own goals</th>
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<tr>
<td></td>
<td>Mediate resolutions as required</td>
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<tr>
<td>Promote equity...</td>
<td>Ensure fair and equitable use, access, participation</td>
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<tr>
<td></td>
<td>Support inclusion of all players</td>
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<td></td>
<td>Challenge children’s beliefs &amp; stereotypes</td>
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<td></td>
<td>Create non-threatening and comfortable play environment</td>
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<tr>
<td>Interpret play...</td>
<td>Interpret children’s actions &amp; intentions to assist other play participants</td>
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<tr>
<td></td>
<td>Assist children respond to the meta-communicative elements of play</td>
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As a “Player” we will

| Engage in parallel play... | • Model actions, skills, possibilities |
|                          | • Provide support to particular children |
|                          | • Promote participation in particular play areas / activities |
| Co-play with children... (children remain in control) | • Adopt a role within the play |
|                          | • Model / Share / Teach a skill or strategy |
|                          | • Suggest additional roles, or props |
|                          | • Support hesitant / less confident children |
| Play tutor... | • Take a role as player with more directive role, initiating and directing the play |
|              | • Aim to teach particular skills, strategies, rules to some / all children |
|              | • Model respect for and responsible use of resources (eg: teach packing up skills) |

**CURRENT PRACTICES:**
Teachers at Black Forest Primary School are encouraged to use their professional judgement and pedagogical repertoire to accommodate the varied learning experiences and diverse backgrounds that children bring to school. They flexibly apply the key principles and practices of early childhood teaching as articulated in the EYLF. Teachers recognise the complex and integrated nature of learning as described in the EYLF’s Learning Outcomes and the General Capabilities in the Australian Curriculum. Therefore at Black Forest Primary School we:

- Design both free flow (which is characterised by child choice and is freely chosen) and purposeful play (which is characterised by teacher purposefully planning play opportunities and providing for learning in a variety of play based contexts) are evident across Reception to Year 3
- Plan and implement play based learning to extend children’s physical, social, emotional and personal learning through creativity and innovation.
- Promote play based learning help to develop student’s strategies for thinking, communicating, learning and working collaboratively.
- Take responsibility to provide for a range of play opportunities for young children.
- Provide range of play opportunities for boys and girls based on what we know about the gender differences between the structure and function of the brain.
- Resources and practices which support quality play at Black Forest include:

  **The environment**
  - Play space reflecting the 7 principles of inspiring spaces:
    - Principle 1 – Nature inspires beauty
    - Principle 2 – Colour generates interest
    - Principle 3 – Furnishings define space
    - Principle 4 – Texture adds depth
    - Principle 5 – Display enhances environment
    - Principle 6 – Elements heighten ambience
    - Principle 7 – Focal points attract attention
  - Access to wet area, garden and outdoor play

  **Whole school plan for play**
  - Embedded in, the Early Literacy Learning Strategy, providing a realist and authentic context for children to be literate and numerate.

  **Wide range of play opportunities and resources**
**PLATE AND TRANSITION TO SCHOOL**

- Play is an important part of supporting a child’s transition to school. It is one of the 6 effective principles identified by DECD and supports children to develop their own identity and find their own place as a member of our school community.
- Play allows educators to build on children’s prior learning and connect previous and new learning in ways which are meaningful for children. We recognise the value and importance of play as a way of maximising continuity and enable educators to plan learning experiences which are differentiated for individuals.
- We recognise that we must seek greater alignment between early years services and school curricula, with a more gradual (move from play based learning to the) introduction to structured learning (Fabian 2002; Kauerz 2006 In DECD Position paper – Transition to school)

**LINKS TO TEACHING AND LEARNING**

Play is strongly embedded within pedagogical practice at Black Forest as described in TfEL Domain 4 – *Personalise and connects learning*.

**4.1 Build on Learner’s understandings:**
- Observing and participating in children’s play enables teachers to identify students’ prior knowledge and cultural practices as a starting point for curriculum

**4.2: Connect learning to students lives and aspirations**
- As children play, teachers are able to observe how children interpret and reflect their family and community and therefore, more authentically build on the resources, skills, knowledge and goals students develop in their homes and communities

**4.3: Apply and assess learning in authentic contexts**
- Play provides a real world, authentic context for children to practice and apply their learning

**4.4: Communicate learning in multiple modes**
- Play provides a powerful vehicle for children to communicate their learning in rich and varied modes of making and communicating meaning

**PLAY AND CURRICULUM FRAMEWORKS IN THE EARLY YEARS**

The Early Years Learning Framework (EYLF) and the Australian Curriculum are essential frameworks for education of children in Early Childhood - *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* is for educators working with children from Birth to age 5, and the Australian Curriculum from ages 5+. Both of these documents affirm the goal and guides early childhood educators in contributing to the achievement of the Melbourne Declaration that ‘commits to supporting all young Australians to become successful learners, confident and creative individuals and active and informed citizens and to promoting equity and excellence in education’. Education in the Early Years establishes the foundations for young children’s current and future learning success and sets the base for
competence and coping skills that will affect learning, behaviour and health throughout life (McCain & Mustard, 1999).

The Early Years Learning Framework is focused on learning and the role of the educator. It aims to guide the complex, interactive work of early childhood educators that enables particular kinds of learning and nurtures particular kinds of learners. The framework therefore gives serious attention to essential elements of high-quality early childhood practice, including play-based pedagogies, strong relationships with children and families and intentional teaching. The Australian Curriculum has a similar mission to foster ‘successful, confident and creative learners and active and informed citizens’. It ‘recognises the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community’

The EYLF highlights eight pedagogical Practices (pp. 14–18) as essential to promote all children’s learning and these practices are evident in our Reception classes:

• Adopting holistic, integrated approaches to teaching and paying attention to children’s physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning
• Being responsive to children, valuing their different ways of knowing and building on their strengths, skills and knowledge
• Planning and implementing play-based programs and engaging with children’s play to extend their learning
• Intentional teaching, which includes providing challenging experiences and interactions that foster high-level thinking skills
• Creating vibrant and flexible learning environments which respond to the interests and needs of children and families, and which also provoke complex and increasingly abstract thinking
• Valuing the cultural and social contexts of children and their families and developing ‘cultural competence’—the ability to interact effectively with people across cultures
• Providing for continuity of experiences and successful transitions for children—from home to early childhood settings, between settings, and from early childhood settings to school
• Assessing and monitoring children’s learning to inform provision and to support children in achieving personal best learning outcomes.

Learning Outcomes in the EYLF

The EYLF (p. 19) identifies five Learning Outcomes as fundamental to the current and future wellbeing, engagement and success of young learners. Children are:

- Able to build a strong sense of identity
- Develop a strong sense of wellbeing
- Effective communicators
- Connected with and contribute to their world
- Confident and involved learners

The Australian Curriculum

The Australian Curriculum builds on the learning children achieve under the EYLF and recognises that learners in the first years of school have particular needs and entitlements. It has a three-dimensional design:

• Curriculum content—discipline-based knowledge, skills and understanding
• General capabilities—knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum. These seven capabilities include:
  ○ Literacy
  ○ Numeracy
  ○ Information communication technology (ICT) competence
  ○ Critical and creative thinking
  ○ Ethical behaviour
  ○ Personal and social competence
  ○ Intercultural understanding

In terms of continuity of pedagogy, the Australian Curriculum recognises that early childhood approaches espoused by the EYLF continue to be appropriate in the early years of school. Increasingly in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions or “general capabilities” that apply across subject based content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world. (ECA-ACARA paper p18)

References:

Docket and Fleer Play and Pedagogy; DECD Position paper 2013 Transition to School; ECA-ACARA paper - Foundations for learning: Relationships between the Early Years Learning Framework and the Australian Curriculum; Play in the Early Years Curriculum