BRAEVIEW SCHOOL

Information for Families

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Learning Striving Growing Together

BRAEVIEW HISTORY

Braeview Primary School was opened in 1975 and, as a result of increasing student enrolments, Braeview Junior Primary School was established 3 years later.

The name Braeview came from the original estate on which the School is built owned by the Candy family. Braeview comes from Scotland --brae-water, water-view. In the original brochure the subdivision was described as:

" Á delightful, gently undulating setting, only 20 minutes from the city, now planned as an exciting refreshing new township. Every type of home site available. The ideal environment for a family home."
...Ýour home site comes from a property with its roots firmly embedded in the colourful history of this State. BRAEVIEW, which for 100 years has provided grain crops, wine and livestock, is now available to meet your needs in a new and lasting manner."

WELCOME TO BRAEVIEW SCHOOL COMMUNITY

From the Principal…

We are pleased to welcome you as a member of our school community.

We encourage a strong partnership between home and school and hope we will be able to work cooperatively to support your child's learning, fostering their interests, abilities, skills and achievement.

We believe education begins at birth and continues throughout life and is not just the responsibility of the school. Our role is to work with you and we will strive to make our part in this process a valuable one.

We encourage you to become involved in your child's education by participating in one of the many formal or informal parent activities or just by sharing with your child what goes on in his / her day.

The purpose of this booklet is to provide information on various aspects of Braeview School's operation, including

- ***Curriculum***
- ***Management and Organisation***
- ***School Policies and Procedures***

The School also has additional information available from the front office, on specific issues mentioned in this booklet.

We hope that you and your child/children enjoy your time at Braeview School and look forward to working together with you to foster the learning and development of your child/children.

Anne Burgess

Principal

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BRAEVIEW SCHOOL PRIORITIES

Braeview School is a locally managed school. The Principal works in collaboration with the Parent Governing Council (within Department for Education and Child Development Guidelines) to determine school policy and procedures and implement plans and priorities developed by the school community.

Braeview School Values

Be Kind
Be Brave
Bounce Back

Braeview School Philosophy

Our school values underpin our school philosophy of, in partnership we foster equity, achievement and self- esteem.

Braeview School is committed to:

- providing educational programs and facilities of the highest quality;
- providing a contemporary teaching and learning program using the South Australian Curriculum;
- meeting the academic, social and emotional needs of its students;
- fostering a growth mindset;
- providing an inclusive learning community with an understanding of the diverse needs of others;
- students developing an understanding of local and global issues;
- embedding Information Communication Technologies (ICT) into teaching and learning; and
- working in partnership with parents in the development of a learning community.

Braeview School Vision

Braeview School community is committed to developing powerful learners who have:

- confidence in themselves and their ability to achieve their personal best;
- knowledge and skills to enable them to become responsible citizens;
- a positive approach to life and learning

through

- valuing and developing effective relationships;
- developing the whole child;

and engaging all learners in high quality, active and inclusive programs.

Braeview School Mission

Our mission is to ensure high levels of learning for all students.

Braeview School Motto

Learning Striving Growing Together

SCHOOL PRIORITIES / STRATEGIC DIRECTIONS

The Braeview School Improvement Plan details how we will work and what we hope to achieve over a one year period. This plan is available from the front office on request.

The school is currently working on the following priorities or Strategic Directions.

LEARNING OBJECTIVE – LITERACY: Improve literacy levels in identified areas: Reading and Writing
LEARNING OBJECTIVE – NUMERACY: Improve numeracy levels in identified areas
LEARNING OBJECTIVE – Dispositions to Learning into all areas of study
LEARNING OBJECTIVE – Student Well-being and Engagement

Priorities for action in 2026 include:

- Implementation of explicit reading instruction.
- Examining core curriculum elements of English and Mathematics with staff working collaboratively to improve student learning and engagement.
- Teach, assess and report using the Australian Curriculum and South Australian Curriculum.
- Improvement using Areas of Impact – Wellbeing, Equity and Excellence, Learner Agency and Effective Learners.

- Embed General Capabilities across all learning areas – these include Critical and Creative Thinking, Personal and Social, Ethical Understanding, Intercultural Understanding as well as Literacy, Numeracy and ICT
- Plan, design and implement a social skills program across R-6 effectively using various resources including Open Parachute and URSTRONG
- Implementation of TfEL (Teaching for Effective Learning) – pedagogy focus (how we teach) in particular Domain 3 and Domain 4 – Engagement, Powerful Learners and Intellectual Stretch.
- Continuing to improve staff and student use of Digital Technologies across all aspects of teaching and learning programs.
- Effective communication between home and school

THE SCHOOL'S CURRICULUM

Teaching and Learning programs at Braeview are based on the required curriculum set by the Australian Curriculum, It is complemented by a range of school based activities and policies which enhance the delivery of the curriculum and add value to student learning programs.

Required Curriculum Areas

The required Curriculum covers the learning areas of:

English - Supports students' growing understanding and use of Standard Australian English through three strands: Language, Literature and Literacy.

Mathematics - Provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Science - Through the three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills, students develop further understanding, knowledge and skills through which they can develop a scientific view of the world

HASS- Humanities and Social Sciences

History – Is a process of inquiry into the past and promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

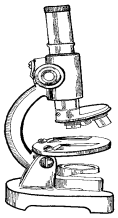
Geography- is a structured way of exploring, analyzing and understanding the characteristics of the places that make up our world.

Civics and Citizenship (Year 3-6) – Students investigate political and legal systems and explore the nature of citizenship, diversity and identity in a contemporary society

Economics and Business (Year 5-6)- explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources.

Languages – German

Health and Physical Education - Includes Physical activity and participation, personal and social development, health of individuals and communities, and also involves annual swimming and aquatics programs



Technologies Includes Design and Digital

Arts - Includes aspects of Visual Arts, Drama, Dance, Music, and Media Arts; creating and responding.

Teaching and Learning programs are implemented in a way which is developmentally appropriate to learners' needs. There is a strong play emphasis in the early years (Reception – Year 2), a focus on growing independence through the Primary Years (Years 3-4) and a middle schooling concept for senior students (Years 5 & 6).

Staff work collaboratively within teaching teams / units to deliver high quality learning programs.

Camps, Excursions, Performances and Sleep-Overs

Camps, excursions and performances are seen as an important part of a student's curriculum. From time to time parents will be requested to give permission for their child to attend and participate in these events. The Principal will have sanctioned all these events and parents will be given advance written notice of the organisation and costs involved.

Homework

Homework can be as simple as the child sharing his / her day with a parent or it can include a variety of activities, tasks and/or topics set by the teacher. As students' progress through school, homework will become more formalised with students having a homework timetable where specific curriculum areas are covered over a four-day period. Teachers will notify parents early in Term 1 of their approach to homework.

For Junior Primary students in particular, setting aside a regular time each day to hear your child read and to read to your child is seen as the most beneficial homework and is invaluable for their ongoing learning and reading development.

A Homework Policy is in place.

Internet Use

Braeview School promotes educational excellence by providing access to the resources of the Internet for students and staff. Staff and Primary aged students can use the Internet to locate materials to meet their educational needs, to ask questions and consult experts, and to communicate with others.

The use of the Internet involves participants in a global community. It is, therefore, very important for school communities to be aware of the rights and responsibilities of all Internet participants. At Braeview School we expect that students will use the Internet in a responsible, efficient and legal manner. Whilst the content available to Internet users at Braeview is filtered by Schoolsnet, it is not always possible to predict or control what students may locate and use. To this end students will be taught Internet etiquette and asked to agree to the conditions of the school's "Acceptable Use Policy."

Students will be taught about cyber bullying and its affects and consequences in accordance with the Child Protection Curriculum.

Students are expected to:

- understand what is expected of them when they use the Internet.

- be aware the Internet is a public place and exhibit the same standards of behaviour which are expected at all other times and in all other places.
- Use the Internet to access tools such as the World Wide Web and E-mail for both personal and curriculum-based activities.

Teachers are expected to:

- oversee students in their use of the Internet.
- review the Acceptable Use Policy with their students.
- model good practice in the use of the Internet.
- set clear and positive expectations.
- lead students to valuable sites and online projects.
- take time to review sites with a view to checking site navigation, links to inappropriate sites, inappropriate advertising, required plug-ins, required user details, lengthy downloads, etc.
- encourage students to prepare a key word search as an initial stage of their research.
- allow access to secure Chatrooms only
- supervise all message traffic closely (follow the same guidelines as for E-mail).

ICT Technician is expected to:

- monitor student use of websites.
- monitor staff use of websites.
- support teachers in instructing students to appropriate websites.

Management of Student Behaviour Learning

We believe at Braeview School, that it is important to teach students to behave responsibly so that the right of students to learn and teachers to teach is not interrupted. In doing this, we have structured learning programs for students learning how to behave at school and logical consequences for students who choose to misbehave and break school rules. We also acknowledge students whose behaviour helps create a positive school culture.

Braeview School Rules apply to all aspects of the school's programs and practices.

Safety

Keep yourself and others safe.

Respect

Treat others with respect.

Environment

Respect school property and the environment

Learning

All students have the right to learn and all teachers have the right to teach.

Behaviour learning programs and practices described in this policy are designed to

- model the importance of developing respectful relationships as an essential element of effective student learning, wellbeing and engagement.
- relate closely and effectively to the needs of individual students and their social and emotional context.
- become part of learning and Intervention processes,
- contribute to children developing improved skills and abilities to respond to crises and problems..
- contribute to children being better able to manage their emotional states.
- improve wellbeing for all staff and students affected.

Strategies used with students will be based on **Restorative Justice Practices** and designed to assist students to:

- use a problem solving approach to behaviour choices
- recognise the inappropriateness of their behaviour choices and the improbability of these choices meeting their needs
- identify and acknowledge the impact of their inappropriate behaviour choices.
- assist students to learn new, more effective strategies.
- restore relationships with those impacted by behaviour difficulties.

Specific strategies to support students with behaviour learning difficulties will include:

- completion of class work in the office.
- positive time out.
    - assisting the student to regain emotional stability and composure.
    - providing respite for class and class teacher.

- Counselling.
- walk and talk.
- timed silence.
- identification and documentation of alternative behaviour choices.
- restorative practices eg apology, physical restoration after damage.

Anti-bullying Policy

At Braeview, everyone has the right to feel safe and valued and every member of the school community has a responsibility to ensure that this happens.

Bullying is:

- A repeated, unjustifiable behaviour that may be physical, verbal and/or psychological.
- Intended to cause fear, distress, or harm to another.
- Perpetrated by a more powerful individual or group.
- Against a less powerful individual who is unable to effectively resist.

Bullying can take several forms – physical, emotional, verbal or social.

To help prevent bullying, students are taught to:

- Respect yourself and others.
- Provide support to anyone you observe being bullied.
- Be assertive.
- Be tolerant and accept differences.
- Report incidences of bullying.

At Braeview School we are committed to establishing and maintaining a safe environment by developing positive relationships between students, parents and staff based on care, mutual respect and open communication.

Bullying can have long term, detrimental effects on both victims and bullies.

In our school community bullying will not be tolerated.

Pastoral Support Worker

Braeview School is fortunate to have the services of a Christian Pastoral Support Worker (CPSW). Christian Pastoral Support Workers are Christians, who have skills for working with young people and families in the school community.

Our CPSW:

- Works in collaboration with teachers and Principals to support students;
- Is available to students as a listener and supporter;
- Is a support, resource and referral person for families in the school community;
- Works with others in the school and its community to develop services, programs and strategies; that meet the needs of 5 – 12 year old children living in our area;
- Provides a Christian presence in the school on behalf of the local churches.

Reporting to Parents

At Braeview School we believe that parents are committed to supporting their child's learning and that student learning is enhanced through an effective partnership with parents.

The process for reporting to parents about student progress consists of a variety of strategies, which are negotiated by class teachers and parents at the beginning of each year.

Information about class programs and expectations for student learning is generally provided through:

- a parent information evening and/or welcoming letter at the beginning of the school year.
- class newsletters about programs at least once each term.
- 'Seesaw' an app that classes use to share student work, class learning programs and to communicate with parents.

Information to parents about individual student achievement is provided through:

- regular informal home / school communication through communication books, informal chats, awards and recognition of ongoing achievement.
- Opportunities to view children's work.
- Parent / teacher / student learning discussions at least once per year.
- a written summary report twice per year.
- One Plan Meetings at least once per year for students with diagnosed additional needs.

Resource Centre

The Resource Centre plays an integral part in supporting student learning. To support the curriculum and student learning, pupils and parents can access information, materials and literature through the Resource Centre.

We encourage you and your child to utilise this valuable resource in our School. You and your child are encouraged to select literature together before and after school.

The hours for the Resource Centre are 8.30am – 3.30pm school days.

School Sports

Sport, fitness and physical education are all aspects of the Health and Physical Education learning area within the curriculum. All students are expected to be involved in at least 100 minutes of physical activity within the school week.

Students at Braeview School may also be involved in a wide range of sporting team activities outside school hours. Students from Reception are able to participate in Saturday morning soccer. Students from Year 2 can participate in Saturday morning netball. Netball and soccer are played during Term 2 and Term 3. Students from Year 2 can participate in basketball. Practice and games are played after school across the school year. Students can also play in school basketball teams. Games are played all year – practice at school competitive games are played at SUNA (Sport's Park Drive, Morphett Vale) during the week.

From time to time sports clinics are conducted at school. Parents are notified of these through the School Newsletter.
Senior Students (Year 5 & 6) also have the opportunity to participate in numerous SAPSASA sporting activities and "Knock Out" competitions.

Students with Special needs – Additional Support Programs

We monitor children's learning closely to determine whether they are learning according to their potential and expectations. In cases where student progress is considered to be of concern, a range of programs and activities are implemented to support students with their specific needs. These programs include –

Special targeted programs out of class – short or longer term intervention programs such as:

- MultiLit / Mini Lit/ Macq Lit- Phonemic Awareness
- Intervention Groups
- Extension Activities and special programs
- Additional teacher or School Services Officer (SSO) time in class.

Additional information about all support programs can be requested from Principal, Deputy or class teachers.

PARENT INVOLVEMENT AND PARTICIPATION

Braeview School has a commitment to fostering parent participation, interest and involvement in the School and, in particular, in your child's education.
Membership of the Governing Council or working as a volunteer is certainly a good way of supporting your child's education, gaining an accurate insight into the life of the school and developing important parent / school partnerships.

We aim

- For parents to be informed and consulted about the education of their children.
- For parents to have their values and culture acknowledged.
- To build a positive two-way relationship between the student's home and the School.

We value parents' expertise, skills, knowledge and experience and we see them as valued partners in their child's learning.

We believe

- Parent Participation broadens the learning environment and strengthens the school/family relationship.
- Parents and teachers are partners in their child's learning.
- There needs to be close liaison between home and school so that the teacher builds upon the child's first years of learning.
- Learning is most effective where home and school have common goals and communication is effective.

Parent education programs are provided at various times in response to identified need.
Parents can support our school in formal ways by becoming involved in Governing Council, and / or its Committees.

Governing Council

The Braeview School Governing Council is an incorporated body elected annually at an Annual General Meeting and operates with its own departmental approved constitution.

The object of the council is to strengthen and support public education in the local community through the involvement of the school community in the governance of the school.

The Governing Council membership includes a number of parents elected by the school parent community, as well as staff representatives and leadership staff.

The Governing Council is responsible for the overall management of the school. Its roles include;

- Setting the broad direction and vision which guides the school.
- Developing the strategic plan, monitoring and reviewing progress.
- Considering & approving policy directions eg student safety & welfare, financial & human resources, discipline & behaviour management.
- Considering, approving, monitoring resource allocation & use through the global budget, human resources, asset management plan.
- Reporting to the Minister and community through the Annual Report.
- Ascertaining educational needs of the community and attitudes to educational developments.
- Fostering parent participation in the school.
- Being responsible for the care and safekeeping of the Minister's property.
- Managing the use of facilities to enhance education, care, health, welfare of students (subject to Admin Instructions).

The Governing Council has a vital role to play in the governance and management of the school and its operation. Parents are encouraged to consider becoming a member of the Governing Council and participating in the decision making of the school.

Parent Volunteers - Parent support for Learning Programs

Volunteers are an integral part of our school. Your participation in the work of the school is greatly appreciated and valued. While the welfare of our students is our highest priority, we want to do everything possible to ensure your involvement is a rewarding experience. Volunteers who have close contact with students, eg sports coaches, SAKG volunteers and those who assist at camps or similar activities, will receive training and extra information where necessary eg specific skills, safe practices and medical conditions. These volunteers are also generally expected to undergo Working with Children screening processes. A brochure outlining information for volunteers is available from the school and should be given to volunteers when they first commence at the school. Enquire at the front office if you would like a copy of the brochure. It is provided to ensure that we exercise our responsibility for the safety of our students, and to strengthen our partnership with you.

Parents can be involved in a wide range of school and classroom based programs and activities such as;

- help in the classroom
- Breakfast Bellies (Wed-Fri)
- participate in electives
- supervise on excursions
- participate in special functions at the School
- help in the Resource Centre
- help with Mini Fete preparations
- supervise small groups for cooking, craft, games etc
- SAKG - Garden and Kitchen
- transport to and from sports, theatre etc
- attend Working Bees
- support Mothers' and Fathers' Day stalls
- attend parent workshop programs

Parent Code of Ethics

Parents are requested to abide by our Parent Code of Ethics, developed by parents as part of our School planning processes.

The primary consideration of parents and/or caregivers is the care and well-being of students to support their learning.

To provide appropriate care and support, parents and/or caregivers will:

- develop and maintain effective relationships and communication with students, staff, parents and/or caregivers and the wider community.
- be responsible for the care and well-being of students so they can attend and participate effectively in school life.
- participate in democratic decision making, abide by, support and implement decisions taken.
- participate in a broad range of classroom activities with staff and students whenever possible.
- follow appropriate policy and protocol procedures.
- resolve issues with respect, fairness and with an open mind.
- respect and care for School resources and property.
- welcome and support new families and staff.
- manage conflict using grievance procedures appropriate to the situation.

Grievance Procedures

On occasions when parents may have a grievance, issue or concern with the school, we encourage the following procedures to be followed to enable successful resolution of the grievance.

Parent(s)/Caregiver with a grievance should

- arrange a time to speak to the relevant teacher(s) about the problem.
- let the teacher know what you consider to be the issue.
- negotiate an acceptable solution with the relevant teacher
- allow a reasonable timeframe for the issue to be addressed.
- if the grievance is not addressed arrange a time to speak with the Principal or Deputy Principal.
- if you are still unhappy, please arrange a time to discuss the issue with the South Valley Education Director.

NOTE:

Please do not enter school classrooms or offices about a major grievance without prior arrangement. It is not appropriate at any time for parents to attempt to deal directly with other students when harassment or bullying occurs. These incidents MUST be referred to a relevant staff member or leadership team.

SCHOOL POLICIES AND PROCEDURES

Admission and Enrolment Procedures

Students, who are enrolled at and transferring from another school through the year, can enrol on any convenient day and attend from the next day on. In most cases prospective parents/caregivers meet with the Principal/Deputy for discussions and a tour of the school. Appointment times are essential for this to occur.

2026 Reception Mid-Year Intake and 2027 Beginning of Year Intake

If a child turns five **between** May 1, 2026 and October 31 2026 they will start **school** on the first day of Term 3 this year. If a child turns five **after 31 October 2026**, they will start **school** on the first day of Term One of next year, 2027.

If your child turns four before May 1, they will start **preschool** on the first day of Term One this year. If your child turns four on or after May 1, they will start **preschool** on the first day of Term 3 in 2026.

The new start dates will mean that children will have four terms of preschool and four - six terms of Reception.

- The maximum class size at Braeview Junior Primary is 26, although whenever possible we try and limit class sizes to 24.

Many children and parents are unfamiliar with school routines and surroundings. To help overcome this we provide a transition program over three weeks in Term 2 (mid-year intake) and Term 4 (start of year intake). This program:

- provides a range of information about our School for both children and parents
- enables children to make three visits to the school prior to commencing, starting with a 1 hour and 15 minute session (9:00am-10:15am) followed by a session from 9:00am to 10:30am and finally a session from 9:00am to 11:30am.
- provides time for Reception teachers to visit kindergartens to meet the children prior to commencement of the transition program.
- provides time for Reception and Pre-School teachers to meet and discuss children's learning.
- invites parents to participate in several sessions with the Principal while children spend time in the classroom.
- enables parents to meet with the class teacher to discuss details about the learning program.

This transition program provides for continuity and stability as children move from preschool to school, ensuring starting school is a positive and comfortable experience.

Information about the transition program is provided through the preschool or mailed to parents directly.

Children start school at different stages of learning and development. During the transition period and over the child's first term at school, teachers observe children at work and play to assess their level of development. They then use this information to plan and implement programs which build on and extend each child's learning.

Learning programs for young children starting school are planned to acknowledge what has already happened for children at preschool and provide continuity for children. Reception children will be involved in activities which are familiar from preschool, as well as beginning to learn about school and develop the skills to become involved in more formal learning programs.

When children commence school, we help them learn "about school". An important aspect of learning programs for Reception children is to help them learn about what it means to be at school ie the way learning happens, and the routines, behaviours and expectations about being at school. The transition program is an important aspect of this learning too.

During the first week of the Reception year a **'Building Connection'** program is implemented. Parents are invited to make an appointment with the Reception teacher. We value this time as an opportunity to build stronger connections and gives parents the opportunity to share preliminary information about their child and their experiences.

Administering Medication

If medication is needed to be administered during school times by school staff, parents are required to provide the exact pre-mixed medication to be administered, with full written permission and directions from either the child's doctor or pharmacy.

It is beneficial for children who regularly require inhalers to have a spare inhaler at School. This should be sent along in the sealed prescription package with the pharmacy label attached, clearly indicating dosage.

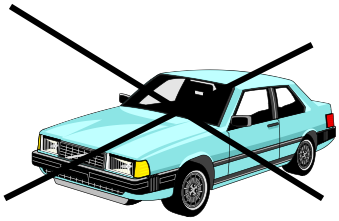
This should be replaced each year as it only has a shelf life of one year. These inhalers will be stored in a locked cabinet under the control of the First Aid Supervisor. Please inform the school office of any changes to the information supplied as soon as they are known.

After Hours Use of the School Grounds

After school, students on the grounds must be supervised. Students, who are not supervised by their parent/s, Out of School Hours Care or through a school-organised activity, such as sporting practice with a coach, will be requested to leave the grounds.

Families are able to use the school grounds out of school hours, within the following guidelines:

- Around the school buildings is completely out of bounds unless people are officially attending the School.
- The carpark is to be used for vehicle parking only.
- Motorised vehicles are not to be taken onto the school grounds, apart from the carpark.
- Out of School Hours Care/Vacation Care Programs and school sporting teams have priority use of the grounds.



- When the grounds are free from organised activities the playing fields can be used for appropriate recreational activities, under the conditions stated above.
- Grounds must be completely vacated once the streetlights are on.

♦ Bicycles, skateboards and scooters are not to be ridden on school grounds. The grounds must not be used for golf activities or riding horses.

♦ If organised bodies wish to use the grounds/facilities, a formal booking must be requested in writing to the Governing Council and School Administration Officer as fees may apply.

- Dogs are not permitted on the school grounds under local Government regulations.

Collection of Students/Parking

Parking around schools is always a problem. There are restricted areas and many people wishing to park. Please park in the designated areas so we can keep it safe for the children.

The staff car park is not to be used by parents to deliver and collect children. This is out of bounds for children as it is not safe with cars and delivery trucks constantly coming and going.

Due to the large number of people wishing to collect their children by car, it is impossible for schools to provide adequate parking spots in the close vicinity of the school and particularly at 3.15pm. We, therefore, encourage people to use motor vehicles only when necessary.

The "Kiss and Drop" zone at the front of the school on Montana Drive is for drop off and collection of students only. Standing time in the Kiss and Drop zone is limited to two minutes and parents must remain in cars while in this zone.

There are several spaces allocated around the school and at the southern end of the staff carpark, for families eligible for disabled parking spaces. We ask other families to ensure these spaces are reserved for families eligible to use them.

For safety reasons, the staff and visitors car park cannot be used as a collection point or drive through area.

Parking around the school is regularly monitored by local council inspectors and police.

Communication

Our aim is to develop and encourage a positive relationship between home and school. We invite parents to informally talk with staff on any issue (at a time which is appropriate or negotiated). Formal discussions also occur and in the main these are by appointment and after school hours.

The main form of communication between school and home is through a communication app called Seesaw. Parents are able to communicate directly with teachers and teachers to parents using Seesaw. The Seesaw app is also used effectively by teachers and students to share work products. Events are Posted on Bareview's Facebook page.
Parents are informed about class learning programs through regular class newsletters and or 'Seesaw'. The Principal and Deputy Principal are available to talk with parents. Office staff are always in attendance to talk to parents, make appointments etc.

The School Newsletter is produced fortnightly on a Thursday and where possible all notices for excursions and events accompany this publication. Approved community notices can be placed in the Newsletter. This **does not include items of a political bias or items advertising goods for sale.** The school newsletter is produced electronically and is distributed fortnightly on odd weeks of a term via Seesaw. Information about using the Seesaw app is available in the Front Office.

Emergency Care

Parents are requested to provide the school with up to date emergency contacts and medical information. Where a child requires special emergency care, e.g. severe asthma, anaphylaxis, the parent/guardian is asked to provide the School with an authorised Health Care Plan, signed by a doctor and two current photographs of the child. This information assists all staff to easily identify children in need of special assistance.

Food Services

Our school operates a limited food service, with lunches provided by a local cafe through the lunch order service.

Lunch Order Service

School lunches can be ordered through the school lunch order service which operates twice a week (Mondays and Fridays). Menu and ordering can be done through QKR!. The lunch order menu encourages healthy eating and as such, pies, pasties, chips, sweets, fizzy drinks etc are **not** available through this service.

We also have Tuesday Tucker that is provided by the SAKG Kitchen. This can be ordered on QKR!

Lunches

Students who bring their lunches to school are encouraged to have a secure lunch container so that ants etc. cannot get into student lunches. It is also important that the lunch container is named and minimal disposable packaging is used, supporting our "Wipe Out Waste" policy. Each class area has a small fridge available for keeping lunches cool and fresh.

This is also aimed at encouraging children to eat healthy lunches, one of our school priorities.

Crunch and Sip

Braeview School participates in the "Crunch and Sip" program, which involves a regular mid morning snack break, when children have a fresh fruit or veg and water break. Children will need to bring a piece of fruit or veg in addition to their normal recess snack for Crunch and Sip time. Students are also encouraged to have a water bottle only (no cordial or additives) in class and drink regularly during the day.

Money

ALL money for school fees, excursion, special events, uniforms etc. is to be paid through the QKR! app EFTPOS facilities are available.

Personal Belonging

The School cannot be responsible for personal belongings that students bring to school, like swap cards etc. Belongings, which could be conceived as a weapon, cannot be brought to school e.g. pocket knives. All clothes and other personal belongings should be clearly named. We have an enormous amount of unnamed clothing found and placed in our lost property box each term. This is sorted regularly and named items are returned to students and the remainder is sold at a second hand sale twice per year. All unsold goods go to the Salvos.

School Closures and Pupil Free Days

Up to six times per year, the School will be closed for either one Governing Council sanctioned School Closure Day and four Pupil Free Days for staff training and development. On these days the school will have the approval of the Governing Council and be closed for the day to students. Parents are notified well in advance to enable them to make alternative arrangements for their children. A childcare service will generally be provided through the Out of School Hours Care program provided by Ourpatch for students whose parents cannot arrange care for their child on these days. There will be a cost for this service.

School Hours and Terms

- OSHC begins at 6:30am and finishes at 8.30am.
- Supervision of the yard begins at 8.30am to 8.50am
- The school day begins at 8.50am, with dismissal at 3.10pm. On **Tuesday dismissal time is 2:20pm.**
- Classrooms are open by 8.30am
- Recess is 11am to 11.20am
- Lunch is 1pm to 1.30pm (students eat their lunch in their classroom from 12.50pm-1pm)
- Yard supervision from 3.10pm-3.30pm
- OSHC begins at 3.10pm and finishes at 6.15pm

2026 School Year

Term 1: 27/1/2026- 10/4/2026

Term 2: 27/4/2026- 3/7/2026

Term 3: 20/7/2026- 25/9/2026

Term 4: 12/10/2026- 11/12/2026

Student Absences from School

Student Absences

Parents are requested to inform the school before 8·50am on 8381 2966 if their child is ill, or for family reasons will be absent from school·

To ensure the safety of our students and to meet the expectations of the Department for Education (DfE) parents of students who are absent for unexplained reasons will be contacted by SMS or email and asked for a reason for the absence·

Planned absences of one week or more for family vacations etc· must have the approval of the Principal· Absences greater than four weeks require departmental approval· Forms can be requested at the front office

Students Leaving the School

Parents are requested to let the school know, in writing, if they wish their children to go home at other than the after-school dismissal time· Children are not permitted to leave the school grounds to go anywhere, other than home, unless supervised by a parent or caregiver or involved in a school excursion or camp· When children are taken from school during the day, *parents are requested to sign them out at the Front Office and sign them back in on return.*

Braeview School's SunSmart / sun protection policy

This policy applies to all outdoor school activities on and off-site and is considered in the planning of all outdoor events·

Rationale

Too much ultraviolet (UV) radiation exposure can cause sunburn, skin and eye damage and skin cancer· UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life·

Australia has one of the highest rates of skin cancer in the world· More than two in three Australians will be diagnosed with skin cancer in their lifetime· As the sun's UV radiation (which cannot be seen or felt) is the major cause of skin cancer, most skin cancers can be prevented by using sun protection measures whenever UV levels are three or higher·

Purpose

Given school hours fall within peak UV periods of the day, this comprehensive evidence-informed policy provides guidelines on effective UV protection strategies·

This SunSmart policy provides guidelines to:

- ensure all students and staff are protected from over-exposure to UV radiation;
- ensure the outdoor environment provides shade for students and staff;
- ensure students are encouraged and supported to develop independent sun protection skills to help them be responsible for their own sun protection;
- support our school's strategies to meet its duty of care and occupational health and safety obligations to minimise harmful UV exposure for students, staff and visitors·

Implementation

Daily sun protection times are forecast by the Bureau of Meteorology for the time-of-day UV levels are predicted to reach 3 or higher, based on location. At these levels, sun protection is recommended for all skin types.

As UV levels are high year round, students and staff at Braeview School are required to wear a broad brimmed hat all year.

Procedures

Physical environment

Shade: Seek shade

- The school council ensures there is enough shade (natural, built, temporary) available in the school grounds, particularly in high-use areas- for example where students have lunch, popular play spaces/equipment, assemblies, sports and outdoor lessons.
- The availability of shade is considered when planning all outdoor activities and excursions.
- Students are encouraged to use available areas of shade when outside.
- The school council ensures shade provision is considered in plans for future buildings and grounds.
- A shade assessment is conducted regularly to determine the current availability and quality of shade.

Social-emotional environment

School uniform/dress code

The school's uniform/dress code for students and staff applies to all outdoor events on and off-site including PE and sports lessons, interschool sports activities, excursions, camps and free dress days.

Clothing: Slip on sun protective clothing

- Both the school uniform/dress code and sports uniform/dress code include.
    - Cool, loose-fitting, sun protective clothing made of densely woven fabric.
    - Shirts with collars and elbow-length sleeves.
    - Longer-style dresses, skirts, shorts and pants.
    - Rash vests or t-shirts for outdoor swimming and water sport activities.
- Students without appropriate covering clothing will be asked to use shaded areas or suitable areas protected from the sun.

Hats: Slap on a sun protective hat

- All staff and students wear broad-brimmed, bucket or legionnaire hats that protect their face, head, neck and ears, whenever they are outside.
- Caps and visors are not considered a suitable alternative.
- Students without a sun protective hat are provided with a spare hat where possible
- Students without an appropriate hat will be asked to use shaded areas or suitable areas protected from the sun.

Sunscreen: Slop on sunscreen

- The school supplies SPF50 (or higher) broad-spectrum, water-resistant sunscreen for staff and students to use.
- Students provide their own SPF50 (or higher) broad-spectrum, water-resistant sunscreen.
- Strategies are in place to remind and encourage students to apply sunscreen before going outdoors (e.g., reminder notices, sunscreen monitors) with time for this scheduled into the daily routine.
- The school community is educated about the correct use of sunscreen and the level of protection it provides (apply 20 minutes before going outdoors and reapply every 2 hours, or more frequently if sweating or swimming e.g. towel dry and then re-apply).

Sunglasses: Slide on sunglasses [if practical]

Where practical, students are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Supervision of students before and after school

Before School

There is **no student supervision prior to 8·30am** each morning· Students who need to be at school before that time should be enrolled in our OSHC Before School Program and are discouraged from waiting outside the school grounds where there is no supervision·

At 8·30, one staff member is on duty until 8·50· A siren sounds to signal the start of this time· This duty involves general supervision around all school buildings and is not focused on any particular area· Students are encouraged to remain in or near classrooms prior to school, preparing themselves and their materials for the school day· Students are able to play in the JP playground, quadrangle or on the closer sections of the oval, visible to staff· Students are not permitted to play on the Primary Play equipment or back areas of the oval·
All students should be in class by 8·50am·

After School

Two teachers are on duty at the end of the school day from **3·10 to 3·30pm**· One teacher remains at the "**Kiss and Drop**" area monitoring traffic flow, while the other staff member provides **general supervision** as per before school duty·

Students and families are encouraged to **leave the school grounds as soon as possible** at the end of the day·

An **additional siren** is sounded at 3·30 to mark the end of formal supervision· **Parents and children still in the school grounds at this time are requested to leave** to ensure any unsupervised students are identified·

Parents with students at **sports practice** are required to be in the immediate vicinity of the practice area and supervise siblings not involved in sport practice· The **Primary Playground** on the oval will be able to be accessed for these students but we request the OSHC playground is no longer used to assist in the safe supervision of children at OSHC·

Students who have **not been collected by 3·30** will be taken to the front office where parents will be contacted· If parents are unable to be contacted or unable to collect children immediately, children will be taken to OSHC and relevant OSHC fees will apply

UNIFORM AND DRESS CODE POLICY

The Braeview Governing Council endorses our School Dress Code Policy, which will support students, teachers and families in the following ways. It will

- Enable the students to develop a sense of identity, belonging and pride in their School.
- Encourage the selection of clothing that supports active participation in all School activities.
- Diffuse a competitive/harassing environment where students are labelled according to clothing/fashion.
- Provide an aspect of safety whereby students are more easily recognisable both within School and out of School activities.

The Dress Code requires students to wear clothes in school colours, as listed under acceptable clothing outlined below, unless parents have applied in writing to the School Principals for exemption, stating their reason. Examples of reasons are listed below.

In applying the Dress Code Policy Braeview School will be sensitive to students, their cultural values, background and economic circumstances.

If a student is unable to wear the Dress Code on a particular day because of exceptional circumstances (eg clothing being repaired) the following action is required:

- an exemption note should be sent to the class teacher from the parent stating the reason
- if no note is received and the class teacher is unsatisfied with the compliance level, a note will be sent home in the diary.
- if no reply is received from home and the student is still not wearing the dress code, School Leadership will make home contact by phone.
- The Principal will continue management if necessary.

The Braeview School colours are Royal Blue and Gold. The use of the school logo on garments is encouraged. Garments purchased from the school will be in school colours with the school logo included.

Acceptable Clothing Styles and Accessories

- polo shirt – plain gold or royal blue, royal blue with contrast gold stripe on collar and sleeves
- skivvy - plain gold, royal blue
- windcheater/jumper – plain royal blue
- royal blue fleecy top or jacket
- unisex shorts - royal blue
- fleecy track pants - royal blue
- parachute pants/cargo pants - royal blue
- warm up jacket and pants in royal blue with gold stripe
- leggings - plain gold, royal blue
- bike pants/ basketball shorts/ cargo shorts -royal blue
- skorts - royal blue or royal blue, gold and white check

- identified Senior School student T shirt / windcheater
- school dress - navy blue and white check, royal blue, gold and white check
- netball skirt - royal blue, gold
- wrist watch
- ear-rings - gold or silver sleepers or studs (plain)
- blue or gold hair ties/ accessories
- sun-safe sunglasses
- school shoes / sport shoes / sandals with laces, buckles or velcro closures
- royal blue or gold scarf/ gloves

Unacceptable Clothing Styles or Accessories are those which are deemed by Principal and staff to be inappropriate in terms of safety, suitability for school activities and exposure to the sun. For example tank tops or shoe string straps, ugg boots, thongs, fashion sandals, tabs of any colour, non-school logos, mules, crocs, slip on or backless shoes; fashion jewellery and accessories and make up. Our school policy states unacceptable clothing accessories include 'fashion jewellery' including body piercings. No nail polish. For student's safety, any piercing other that ear lobes must be covered with a skin coloured covering (eg. band aid) for the first six weeks and following this time, the stud/ring must be removed during school hours and while attending any school function or activity. This process must be adhered to for the safety of the student

Hats

Please refer to the section "Sunsmart Policy" - General Skin Protection Strategies, on page 23 of this booklet.

School Logo

An iron-on logo can be purchased from the school (Royal Blue or Gold)

On Enrolment to School

On enrolment to Braeview School, parents/care givers and students will be given a copy of the Dress Code Policy (via the Information for Families Booklet) and uniform order form as part of the information package.

Options for Purchase

1. Uniform shop: Please enquire at Front Office
2. Pre-order items: The school operates a pre-order system for a range of clothing not stocked in the Uniform Shop.
3. Items, which comply with the School Dress Code, may be purchased outside the school.
4. The school conducts a second hand uniform shop. Please inquire at Front Office

Exemption

The Principal may exempt students from the Dress Code upon direct communication from the parent. This information will be provided to parents through the Parent Handbook on enrolment at the school.

Examples of grounds which parents may seek exemption are:

- Religious
- Cultural or Ethnic
- New Students (time to purchase, wear previous uniform)
- Itinerant students
- Financial hardship
- Any other additional grounds as the Governing Council may determine

Monitoring

Class teachers monitor student dress code daily. If an application for exemption is requested from the parents there is no further action. If the student continues to not comply, a member of the Leadership team is notified and parents are contacted.

Requests for exemption must be in writing from parents and addressed to the one of the Leadership team who keeps a data-base of students exempted and confirms the exemption to parents in writing.

OURPATCH - OUTSIDE SCHOOL HOURS CARE / VACATION CARE

As part of the services provided, Braeview has a Before and After School Care program as well as a Vacation Care program, this is run by Ourpatch. Information can be found in the Front Office. Children may attend on a regular or casual basis but must be booked in.

Before and After School Care operates 6:30am-8.30am and again from 3.10pm-6.15pm. On Tuesday After School Care begins at 2:20pm (early dismissal each Tuesday).

Vacation Care operates each school holidays from 6:45 am – 6.15pm.

Further information, application forms and program details are available at the office or the OSHC Centre.