



Beaumaris
Primary School



PARENT INFORMATION BOOKLET

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ADMINISTRATION

PRINCIPAL - CEO

Mr Tony Misich

DEPUTY PRINCIPAL

Mr Robert Edwards

DEPUTY PRINCIPAL

Mr Stephen Offer

DEPUTY PRINCIPAL

Mr Paul Storey

BUSINESS MANAGER

Mrs Rhonda Williams

Beaumaris Primary School was established in 1991 and is situated in Perth's metropolitan area. The school provides educational facilities for Years K - 7, for children aged 4 - 12 years.

OUR CONTEXT

Beaumaris Primary School opened in 1991 and has a local intake area of the localities of (North) Ocean Reef, Iluka and Burns Beach as an optional area. The school has a Level 6 classification and provides excellent education services to an estimated 750+ students.

SCHOOL PURPOSE

To ensure that our students develop the understandings, skills and attitudes, to each individual's full potential in order to be responsible and effective members of our community.

POLICY

The school follows policy and curricula of the Education Department of Western Australia.

School Planning 2005+ consists of:

- School Strategic Plan, which provides vision, goals and strategic directions into the next decade
- School Business Plan, which maps out supporting resources, organisation, policy, operations and procedures
- School Action Plan which identifies and unpacks priorities, from the Strategic and Business Plans, into manageable annual implementation and review cycles

ENROLMENTS

Enrolments may be completed at any time through the school office. The school has a Local Intake Area of -

1. **OCEAN REEF**- the area bounded by Hodges Drive, Marmion Avenue, Shenton Avenue and the Indian Ocean.
2. **ILUKA**- the area bounded by Shenton Avenue, Marmion Avenue, Burns Beach Road and the Indian Ocean.
3. **BURNS BEACH**- optional area with Kinross Primary School. Primary aged children (6-12) in these areas are entitled to enrol. The school may accept children outside these areas depending on the availability of accommodation and staffing. Local Intake Areas do not apply to early childhood enrolments which are open to all, subject to accommodation availability.

ASSEMBLIES

School assemblies are held on Wednesday mornings commencing at 8.30am. Exceptions include: Student Council Assemblies held on the final day of each term; P&C, Staff and Special Assemblies; and Presentation and Graduation Assemblies at the end of the year.

ASSESSMENT AND REPORTING

Students' assessment is a continuous process. National Assessment Program (NAPLAN) testing of Years 3/5/7 occurs annually in Term 2. As well as providing individual profiles, this data assists in determining school and system priorities.

Formal summative reports are provided to parents at the end of Terms Two and Four. In Term 3 parents are also invited to the classroom open night.

AWARDS

The school encourages student excellence and endeavour. An important component of this strategy is a comprehensive system of awards.

Endeavour Badges are awarded at term assemblies on the following basis.



- **Outstanding Achievement** - (Purple) awarded termly for outstanding achievement (academic focus) for years 1-7(1 maximum per student per year).
- **Sports** - (Aqua) awarded for outstanding sports performance and sportsmanship in years 6 & 7 (1 per 2 years).
- **Arts** - (Red) awarded for art in a school based activity in years 6 & 7 (1 per 2 years).
- **Community Service** - (Green) awarded for outstanding service to the school community in years 6 and 7. (Silver) awarded for outstanding service to the school community in years 4 & 5 (1 per 2 years).
- **Special Achiever** -(Orange) awarded to a student who has demonstrated an outstanding improvement in their Sport, Art or Outstanding Achievement in year 6 & 7 (1 per 2 years).
- **Middle Endeavour** - (Silver) awarded to a student who has demonstrated an outstanding improvement in their Sport or Art in year 4 & 5 (1 per year).
- **Junior Endeavour** – (Yellow) awarded, once per year, to a student who has demonstrated an outstanding effort in community service, sport, or art in the Junior Sub School (1 per year).

Frank Balding Endeavour Challenge, Senior School - awarded to senior students who earn 4 of the five Endeavour Badges over two years, of which one must be Outstanding Achievement. They are invited to attempt a personal challenge e.g. sailing.

Endeavour Challenge, Middle School - awarded to Years 4 & 5 students who earn one Outstanding Achiever Badge and one of each Endeavour Badges over two years. They are invited to attempt a personal challenge or extracurricular experience.

Junior Achiever's Day - for students who attain an Outstanding Achievement Award or a Junior Endeavour Award in terms 1,2 and 3 in Years 1-3.

Achiever's Camp - students who attain the Outstanding Achievement Award in their class during terms 1 or 2 may be invited to attend a camp for Years 4-7.

Weekly Merit Certificates are awarded to students who are displaying good standards of behaviour and work skills.

Encouragement Certificate awarded to a student who has shown outstanding effort with significant improvement in the classroom.

Raffle Tickets are awarded to students displaying good manners, work skills, responsibility and good playground behaviour. Prize draws are held weekly.

Awards go to students who demonstrate good school spirit and active citizenship.

Faction Rewards. Points are given for sport activities, following school rules and showing responsible behaviour. The winning faction each week has its flag flown and at the end of term the winning faction has a sausage sizzle.

Environment Award for classes who keep their rooms, bags and surroundings tidy.

Graduation and Presentation Awards are awarded at the end of the year.

2011 PRIORITIES

Curriculum Performance:

- Continued focus on core skills continua, knowledge and understandings, developing whole school literacy and numeracy strategies, as well as addressing student needs
- Development and planning implementation strategies for ACARA (National Curriculum)

Technology:

- 21st Century Learning and global networking, utilising Web2.0 skills and tools
- Further development of Hub School Project
- Expanding skills and incorporation of multi media strategies in learning programs

Personal Development:

- School Spirit; Well Being; Values; Ethics and Responsibility
- Continued focus on the Arts

SCHOOL BOARD

The School Board provides governance for school directions and decision making. The Board helps determine school priorities and endorses the School Plan and School Policies. The Board meets each term and is comprised of the Principal, five elected parent representatives, a P&C representative, three elected staff representatives and coopted members. Elections are held annually.

PARENT & CITIZENS

The school encourages and enjoys an excellent level of involvement and support from parents. The Parents and Citizens' Association meets on Mondays in weeks 3 and 8, each term and is particularly active in supporting and resourcing school activities. All teaching blocks have been air-conditioned by the P&C. The AGM is held in December.

STUDENT COUNCIL

A Student Council operates in the school to represent the school on official occasions, to assist in the organisation of school activities and to represent student views. Eight Year 7 students are elected in December campaigns which are part of the school's civics program.

TERM DATES

Term 1:	Wednesday 2 nd February – Tuesday 19 April
Term 2:	Thursday 5 May – Friday 8 July
Term 3:	Tuesday 26 July – Friday 30 September
Term 4	Tuesday 18 October – Wednesday 14 December

SCHOOL TIMES

<i>Monday, Tuesday, Thursday and Friday</i>	<i>Wednesday</i>
ORGANISATION	8.27am
COMMENCEMENT	8.30am
DISMISSAL	2.45pm
	2.30pm

Parents are asked to ensure that children do not arrive before 8.15 am as adequate supervision cannot be guaranteed before this time.

STAFF MEETINGS

Staff Meetings will be held at 2.40pm. on the following dates:

TERM 1	February 16 & March 23
TERM 2	May 25, & June 22
TERM 3	August 10, & September 14
TERM 4	October 26 & November 30

Please note that the availability of teachers for parent interviews is limited on Wednesday afternoons as teachers are usually committed to meetings and professional development.

COMMUNICATION

School E-Newsletter access is forwarded to parents on a Thursday every fortnight via email. Parents need register email addresses with the school to be notified. Families without email access may contact the school so a hard copy can be issued to the eldest child the family. Newsletters are a valuable tool for information regarding communication between the school and the parents. The school also has a web site at:- <http://www.beaumarisps.wa.edu.au/> This site carries school information, the current newsletter and student work and activities. Student Diaries are used as a communication avenue between home and school. Teacher interviews can be arranged by appointment (telephone: 9300 6444).

ABSENCES

Following an absence from school, Department of Education regulations require parents/guardians to provide an explanation **for each absence** to the school. Permission to leave the school grounds will not generally be granted unless parental advice has been received. Parents are asked to sign a school register when children leave school early - this allows teachers to be informed of students' whereabouts. It is not school policy to allow children to go to local shops in recess breaks or before school.

SCHOOL GROUNDS

Staff members are required to be in school 15 minutes before lessons commence ie 8.15am. Prior to that time supervision of children cannot be reasonably expected. Parents are asked to be aware of this fact and discourage children from coming too early. School grounds are out of bounds after school hours and on weekends and holidays, except where the Principal's permission has been received. People trespassing could risk prosecution. Residents witnessing suspicious circumstances in the school are asked to ring the Joondalup Police (9400 0888) Education Security (9264 4771) or School Watch (9420 4632).

INFECTIOUS DISEASES

Health Department details on the exclusion from school of children with communicable and infectious diseases may be obtained from the school administration.

The following diseases require exclusion from school:

CHICKEN POX
MEASLES
RUBELLA

HEAD LICE
SCHOOL SORES
TRACHOMA

INFLUENZA
RINGWORM
MUMPS & SARS

- Measles cases at school also require the exclusion of any **non-immunised** children from school. Immunisation is strongly recommended.
- Parents are asked to check children's hair regularly. Children with head lice must be treated before returning to school.
- Please ensure that an emergency contact number is held by the school at all times and is current. It is suggested that working parents provide a second number.
- Please do not send sick children to school.

MEDICATION

Medication to be taken during school hours may be administered through the school office, after written request. Students are responsible for attending the office on time for medication. Written instructions are required for dosage and times. Please do not allow children to leave medication, which may be harmful to other students, in their bags. Note that the school does not supply students with analgesics. Ongoing medication requirements need further documentation and should be discussed with the Deputy Principal (Student Services).

SCHOOL SERVICES

Medical, Dental, Psychological, Social Work and Police Services are available through the school. The School Nurse makes regular visits to the school and a Medical Card is kept for each child. The City of Joondalup conducts Immunisation Clinics at the school during the year. A Dental Therapy Centre is located at Heathridge Primary School. Dental forms are issued on new enrolment (forms are transferred intra-state). Returned forms entitle children to free dental treatment. The Dental Unit's telephone is 9401 3508.

The School Psychologist and Social Worker offer assistance with educational and social problems. Teachers and parents may make referrals, which are co-ordinated by the Deputy Principal (Student Services).

SCHOOL OFFICE

School office hours are 8:00am to 4:00pm Monday to Friday. The school office has EFTPOS and Credit card facilities.

CANTEEN

The School Canteen operates daily. Lunches are ordered before school commences. A menu is published regularly. The P&C operates the canteen and employs a manager (Mrs Anna Prosper). Parent helpers are welcome and **essential** to the canteen's operation.

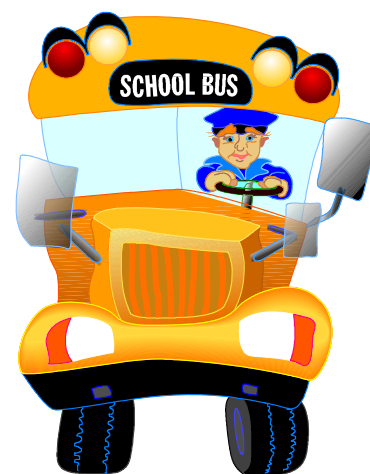
SCHOOL FACILITIES

Public access to school facilities is the responsibility of the Principal and policy is determined by the School Council. Facilities are available to groups on a leasing basis. Policy precludes the hiring of school resources and equipment. Santiago Park is administered by the Ocean Ridge Community Recreation Centre for the City of Joondalup. The school has priority access to this facility on week days until 4.30pm.

EXCURSIONS

Educational excursions are a feature of many class programs.

- Camps for Year 7 students will be held at Logue Brook in Term 4 (approximate cost \$300) and Canberra/Sydney (approximate cost \$1500).
- An Achievers' Camp is to be held in Term 3 for nominated Year 4 -7 students.
- A special Leadership Week is held annually for Year 6 students in preparation for roles in Year 7 and later life (approximate cost \$55)
- Schools also have requests for performances from various drama, music, dance and film groups. These may be offered at school after the educational value and costs have been considered. Students must have "good standing" in respect to behaviour, to participate in these activities.



PHOTOGRAPHS

School photographs are organised each year by the P&C.

PUPIL REQUIREMENTS

While the Department of Education provides materials, text books, resources etc; parents are asked to supply items required for their child's personal use (*as listed on the booklists*). All items should be clearly marked with the child's name, be available for the commencement of the year and replaced as needed.



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SCHOOL VOLUNTARY CONTRIBUTIONS AND CHARGES

Department of Education regulations allow the establishment of funds for additional equipment and amenities for children attending the school. Contributions are:

\$60.00 per child

Supplementary information on voluntary contributions and charges is available on request. Children bringing large sums of money to school should place it in the care of their class teacher. Students should not leave money or valuables in desks or bags.

UNIFORM

This school has a uniform code, which strongly encourages the wearing of school uniform. The school's colours are Navy and sky Blue. The emblem is synonymous with our location symbolising our vision and collaborative culture across all three sub schools. School Uniform is strongly encouraged as it promotes school tone and pride. The uniform is smart in appearance and is economical. It may be purchased from the P&C Uniform Shop at advertised times.

School Polo Shirt Navy/sky blue
Navy Blue Shorts
Blue tartan Skirts
School Hat – Cap or bucket
Girls & boys Navy blue Track pants
Navy Blue Zip Front Jacket
Sports Uniform – Girls and boys navy shorts/Faction T shirt

Note that all children need a hat for outdoors and physical education, especially in Terms 1 and 4. Please ensure that all clothing is marked with student's name. Lost property is held until the end of each term. Unclaimed items are recycled through the second-hand Uniform Shop or given to charity.

During the changeover period from old to new uniform, students may only wear one or the other. We anticipate a complete change by 2013.

FACTION SYSTEM

A Faction System operates in the school.

Factions are named after lighthouses in Western Australia.

BATHURST	<i>Purple</i>	GUILDERTON	<i>Red</i>
LEEWIN	<i>Blue</i>	NATURALISTE	<i>Green</i>



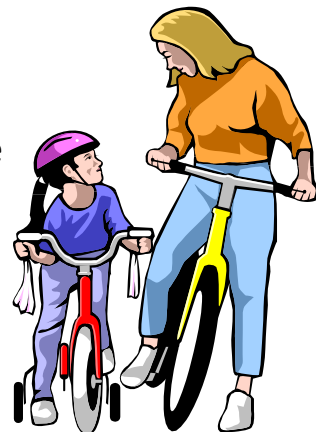
A Faction Polo Shirt is required for sport (Years 3-7) and the Annual Athletics Carnival (Years 1-7). These may be purchased through the Uniform Shop. House Captains are elected each year and every child is allotted to a house. Points are awarded for a range of activities with awards being made at the end of each term, as well as an Annual Shield.

BUSES

Students travelling on buses need to observe regulations regarding travel and safety. Reports from drivers are dealt with promptly by the School Administration. No double decker buses will be hired.

BICYCLES

Two bicycle rack areas are located near the east and west entrances to the school, i.e. Beaumaris Boulevard and Santiago Parkway. Students bringing bikes to school are strongly advised to secure them with a chain or lock. These areas are out of bounds during school hours. Cyclists are required by law to wear helmets and children under 10 years are discouraged from riding to school unless accompanied by an adult or responsible cyclist. Bikes must be **walked** along school pathways. (This procedure also applies to scooters.)



TRAFFIC

Parking at school is at a premium. Parents are **NOT** to use the staff car park, nor to allow children to take short cuts through this area. Council car parks and street parking are available - please observe the road signs. In particular keep the bus stop area clear. The school's drive-through facility off Santiago Parkway is provided for Day Care buses & vans. Parents with Kindergarten and Pre-primary children may use the drive through at off peak times. Please note that this is a drop off, not a parking facility. There is a "Kiss and Ride" section along Beaumaris Boulevard. Parents can drop off children and then proceed south. In the afternoons children will wait near the hall. If a parent arrives before the child they will need to drive around the block and enter again from the north. Parents using these facilities should use extreme caution with so many students close by. A 40 km/h zone operates in the school vicinity prior to school commencement and following school closure.

DISCIPLINE

One of the most significant influences affecting the quality of learning in our school is student behaviour in classrooms and through the school.

A comprehensive School Discipline Policy (*Behaviour Management in Schools*) is intended to assist students to be responsible and self-disciplined in a safe and caring school environment. A separate document (Discipline Policy) outlines the key elements in dealing with misdemeanours in terms of the school's responsibilities, the student's responsibilities, and how parents can help.

The notion of "Good Standing" is important in the school. Children who lose their "Good Standing" at the BMIS Levels orange or red may be excluded from school optional activities such as camps, excursions, interschool sport, discos etc.

CODE OF BEHAVIOUR

At Beaumaris our students are encouraged to abide by these five values:

1. Pursuit of Knowledge and Commitment To The Achievement of Potential

- To use appropriate behaviour to enable students to learn and teachers to teach.

2. Self Acceptance and Respect of Self

- Set personal goals.
- Exercise self control.
- Care for own belongings.

3. Respect and Concern for Others and Their Rights

- To be kind, respectful and caring to myself and others.
- Demonstrate courtesy and consideration of others.

4. Social and Civic Responsibilities

- Participate in active citizenship.
- Make our school a healthy, safe environment.

5. Environmental Responsibility

- Respect and care for the school and its environment.
- Respect and care for the wider environment.

BULLYING

Bullying is not tolerated in this school. While physical bullying is overt and can be dealt with in a straightforward manner; subtle verbal intimidation is more difficult to detect but may have social and emotional consequences. It is important that bullying is reported at school. Children are encouraged to report incidents to staff in accordance with the School's Anti-Bullying Policy.

SCHOOL RULES

- Play areas for various year levels are designated by the school administration.
- Children are not allowed in the staff car park or in the front garden.
- Children are not permitted to run on pathways or verandas.
- Classes have set eating areas where food is eaten. All canteen food purchased during recess must be consumed in the assembly area.
- Children are not permitted in school buildings without teacher supervision.
- Children are not permitted to bring their own sports equipment, valuables or toys to school, except with teacher permission.
- Wilful vandalism and damage will result in restitution being sought from parents in addition to BMIS consequences.
- Children are not allowed on school premises after hours or on weekends, unless they have the Principal's authority.

TELEPHONE MESSAGES

In a large school personal telephone calls and messages for students can tie up the precious time of office staff. Please limit such calls to emergency situations.

EQUAL OPPORTUNITY

At Beaumaris the rights of all students are observed. Discrimination based on race, gender, religion, age or disability is not tolerated.

A CLEAN ENVIRONMENT

From time to time it is the responsibility of all school members, staff and students, to assist in keeping the school clean. Accordingly all students have a responsibility to do yard duty when requested by a teacher or administrative staff.



SCHOOL DETENTION

Education Department regulations provide teachers with the authority to detain students for up to 30 minutes after school. While this is not a consequence used by the school level BMIS it may be used at class level by some teachers. Parents will be informed where a period of detention exceeds 10 minutes.

HOMEWORK

Within Department of Education guidelines, homework policies are developed by class teachers. Students are expected to complete set homework and hand it in on time. Written homework may be set to revise work covered in class or for research assignment. Home study tasks such as reading and maths tables are encouraged at all levels. Parents may assist by ensuring homework is done at a regular time and by providing a suitable environment. Please see section on 'Strategies for Learning at Home.'

CURRICULUM

The **Curriculum Framework** produced by the Curriculum Council is used by teachers to develop their curriculum and the Department of Education's **Outcomes and Standards Framework** will be used to describe student performance report on performance and plan for improvement. All Australian schools will be implementing the new national curriculum over coming years

Curriculum policies in the areas of **Curriculum Provision, Student Assessment and Reporting to Parents** outline the requirements of schools, and associated Guidelines provide advice to schools on these matters.



The **Curriculum Framework** describes what children need to learn in order to lead successful and rewarding lives. It also describes how schools and teachers can help students to learn. The focus of the **Curriculum Framework** is on outcomes and it applies to all years of schooling, K-12. The Framework comprises Overarching Statements with Eight Learning Area Statements.

The Framework describes common outcomes but not a common curriculum. Rather, the Curriculum Framework outlines the scope of the curriculum in phases of development and sets out key principles of teaching and learning, including assessment. Additionally, it provides links between the Overarching Statements and the Eight Learning Areas Statements

and reinforces the cross curriculum connections that can and should be made to enhance complementary learning.

The **Outcomes and Standards Framework** developed by the Education Department establishes an outcomes approach to curriculum. It comprises the Student Outcome Statements along with descriptions of outcomes. The Student Outcome Statements support, and are strongly linked to, the **Curriculum Framework**. They describe, in developmental order, eight levels of achievement of many of the outcomes from the **Curriculum Framework**.

Student Outcome Statements are not explicitly linked to school years or age. Students may achieve the outcome levels at different times. The Student Outcome Statements are, first and foremost, a framework for describing student achievement. They are designed to be a tool for teachers to help them describe and monitor the achievement of all students in their class. They will eventually be used as the basis for reporting student achievement to parents and as a basis for planning the next cycle of teaching and learning at the level appropriate to the child's development.

The standards will comprise:

- benchmarks resulting from national collaboration in literacy and numeracy, and
- statements of expected levels of student achievement from each learning area strand for selected year levels.

1. ENGLISH

English is integrated throughout the timetable in primary school. A developmental program is followed in this school. Children progress through developmental learning in Reading, Writing, Viewing, Speaking and Listening as they master outcomes. Teachers are encouraged to use First Steps, Literacy Net and foundation strategies.

2. MATHEMATICS

Mathematics is divided into the strands of Number, Space, Measurement, Working Mathematically, Chance and Data.

A wide variety of hands on resources have been assembled in the school to cover all Mathematical strands.

3. SCIENCE

A developmental, outcome-based science program operates in the school. This will allow students to progress through the two sections: Working Scientifically and Understanding Concepts in the Science Learning Area Statement. The working scientifically components are investigating, communicating, science in daily life, acting responsibly and science in society. The four concept areas are, Earth and Beyond, Energy and Change, Life and Living and Natural and Processed Materials. There is a science resource centre of materials for practical sessions and the library has many resources.



4. HEALTH AND PHYSICAL EDUCATION

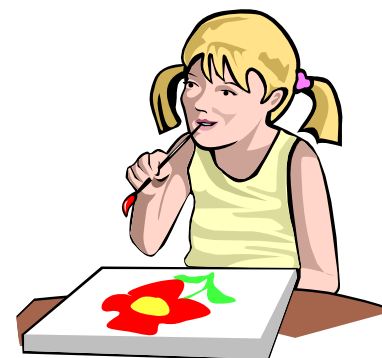
The health syllabus follows criteria of good health habits, self-esteem and safety. In some year levels controversial health issues such as sexuality and drug awareness may be covered. Teachers will inform parents as to the timing and content of these lessons that are part of the syllabus. Physical Education lessons are provided to all classes with sports sessions available to students in Year 1-7. Skills and games vary throughout the year and a daily fitness program is followed. The school has comprehensive facilities and resources for a variety of sports. Special events include interschool sports, swimming lessons (Term 2) and athletics carnival (Term 3). Children are expected to wear suitable footwear for all Physical Education and sport sessions. They also require a faction T-shirt for sporting activities. The school also has resources for a perceptual motor program, which is provided for children in Pre-primary and Year 1.

5. TECHNOLOGY AND ENTERPRISE

In the Technology and Enterprise learning area, students apply knowledge skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments.

6. THE ARTS

Specialist teachers provide courses in visual art (all classes), music and drama (some classes). All arts forms: music, dance, drama, media and visual arts are addressed at Beaumaris. These make up the ARTS LEARNING AREA, which has its own specific set of learning outcomes. VISUAL ART is the school's nominated specialist area. Activities and resources are located in the Art Room. Most students receive their visual art/craft specialist in this centre. The music room (located in the Green Room) houses keyboards, recorders, percussion instruments etc and is the venue for music and some drama activities. Nominated senior students also have the opportunity to undertake peripatetic music lessons in guitar, clarinet, brass & flute in 2007. School choirs are made up of Year 5, 6 and 7 students. They perform at school and community functions. In 1999 the Beaumaris Primary School P&C Association provided funds for the construction of a Performing Arts Centre/Stage in the Assembly Area.



7. SOCIETY AND THE ENVIRONMENT

Society and Environment focuses on student awareness of the world around them, appropriate skills and basic facts on the neighbourhood, state and nation. The school has developed a Civics curriculum for students in Years 3-7. A variety of resources is available.

8. LANGUAGES

The Language taught at this school is French and is available to all students in Years 3-7. The course has 3 strands - Oral Interaction, Reading and Responding & Writing. A specialist teacher is employed to teach French.

9. SUPPORT AREAS

Some students may be offered opportunities to participate in small group work for children with learning difficulties and academic extension. In addition to school programs, the West Coast District operates education support, reading clinics and PEAC groups.

STRATEGIES FOR LEARNING IN THE HOME

Parents have many ideas about what they would like their children to learn or develop an interest in. Some ideas are based on their own interests, work and skills, while others reflect how you were brought up. Instinctively, parents communicate with and teach children about the world in which they live. The suggestions on this page complement the experiences parents naturally have with their children.

Language

Parents should:

- ◆ talk with their child rather than at their child;
- ◆ listen reflectively and respond to the child's ideas;
- ◆ seek information about the way in which the child is thinking and feeling;
- ◆ employ the language of learning, e.g. refer to shape, size, order, position,
- ◆ use the terminology of time; and
- ◆ encourage early experiences in reading and writing.

Physical

- ◆ provide plenty of opportunities for large motor activity: walking, running, skipping, hopping, jumping, climbing, swinging, throwing, catching, rolling, somersaulting, swimming, gym, ballet, riding bikes, sliding, lifting, digging;
- ◆ provide many and varied opportunities for small-motor activity: drawing, experimental writing, threading, sewing, knitting, weaving, spinning, assisting with cooking, gardening, setting the table, hanging the washing, constructing and modelling with junk materials, using playdough, bicarbonate of soda play clay, clay, commercial construction toys, puzzles, hammering;

Social-emotional

- ◆ encourage children to express how they feel tired / hungry / uncomfortable / sad / lonely / excited / surprised / happy / giggly / frightened);
- ◆ encourage appropriate social skills:
 - greetings (hello/goodbye)
 - responses (yes, please/no, thank you)
 - courtesy (how are you?/fine thank you);
- ◆ encourage appropriate interactions:
 - taking turns
 - waiting for turns
 - sharing
 - offering assistance to peers and adults;

- ◆ encourage positive self-concepts and warm feelings about self by commenting on the child's behaviour and actions, eg. 'I like the way you helped Grandma by holding her bag', or 'I didn't like it when you kicked the cat';
- ◆ encourage child to learn:
 - given name/family names
 - address/phone number
 - town/city he/she lives in or near
 - age/date of birth;

Risk Taking

- ◆ encourage children to have a go and comment favourably on their attempts;
- ◆ model making mistakes so children understand it is normal to make errors or not have success the first time something is tried. Making mistakes is another way to learn;
- ◆ develop in the children ideas about practise and repetition as a way to improve mastery;

Problem Solving

- ◆ provide children with many and varied opportunities to explore materials freely and engage in problem solving: junk material, old machines (remove any dangerous parts), planks, tyres, rugs, cardboard boxes, pram wheels, thick heavy rope, masking tape, kitchen utensils, buckets, flower pots, paper, paint, glue, staplers, scissors, string;

Taking Responsibility/Being Independent

- ◆ encourage children to do simple tasks:
 - put on clothing
 - find belongings
 - set table;
- ◆ provide children with opportunities to follow directions/instructions - begin with a single direction , eg. 'Go and find your shoes', and, as their competency increases practise more complex instructions, eg. "Go and find your shoes and your school bag.";
- ◆ encourage children to take messages (written ones to begin with);
- ◆ encourage children to answer the phone appropriately;
- ◆ allow children to pay for item purchased in a shop and collect the change;

Experiences Outside the home

- ◆ providing children with a wide range of experiences assists in developing concepts, expanding language and assists in future learning. Keep outings brief and have fun. Some ideas: picnics; train ride; boat rides; cycling; walks in parks; bush; paddocks; visit zoos; sanctuaries; pet shops; nurseries; museums; art galleries; concerts; puppet shows; plays; beach; go fishing; watch birds in the park; invite a friend to play; go to a friend's house; buy a milkshake in a cafe; visit a fish market; walk through a fishing

harbour; watch the boat traffic in a harbour; visit parent's work place; grow seeds and seedlings; fly a kite; visit a fruit and vegetable market, go camping, collect insects, beetles, worms and ants and observe them.

Computer Use and Television Viewing

- ◆ encourage children to be selective in viewing and on line habits (offer choices)
- ◆ watch programs and online activities with your child and discuss issues/content afterwards:
 - what he/she liked/didn't like
 - fantasy/reality
 - plot
 - characterisation
 - what the child thought it was about.

Not all these factors are appropriate for all programs, but are included as suggestions for ways to develop critical viewing habits and encourage children to be active participants rather than passive onlookers. Some programs and online content have a strong educational base and have been designed specifically for young viewers.

How can I help my child with Reading?

- ◆ Support your child's interest in reading by looking for opportunities to discuss and share excerpts and ideas from a variety of different reading materials.
- ◆ Provide opportunities for your child to select from a wide variety of books.
- ◆ Value your own reading and let it serve as a thoughtful model to your child.



Help your child with his or her studies by discussing ways in which tasks can be handled. Help the child recall strategies that have been effective in the past. Recognise that your child may have quite definite ideas about what he or she wants to read and respect choices made. (However be sensitive to opportunities to broaden their reading experiences).

- ◆ Provide a quiet well lit study area.
Encourage your child to talk about books they read, both those they enjoy and those they dislike.

Try to get your child to explain what it is that they like and dislike about a book, and what they find interesting and what they find boring.

- ◆ Discuss with them how they, and you, read books to make them meaningful, so they think about their own reading strategies.

KINDY
1

KINDY
2

PP1

PP2



NORTH BLOCK

EC3	EC2	EC1
TA4	TA3	

Beaumaris
Primary School
**BEAUMARIS
PRIMARY
SCHOOL
MAP**

WEST BLOCK

TA5	TA6
TA8	TA7

N		E	
W Courtyard		S	
TA9	TA10	TA12	TA11

EAST BLOCK

COVERED
ASSEMBLY
CANTEEN
GREEN
ROOM

UNIFORM
SHOP
HALL
PE
OFFICE

Courtyard

IT ROOM	LIBRARY
ART	

Courtyard

SOUTH BLOCK

TA13	TA14
TA16	TA15

ADMINISTRATION

TA21 LOTE	TA22 MUSIC
TA24	TA23

TA17	TA18
TA20	TA19

SERVICES
STUDENT

SUPPORT

STORAGE

SENIOR BLOCK 2

SENIOR BLOCK 1