



Brighton Primary School  
& Centre of Deaf Education

# Hand book



2025

Where children thrive

# Where children thrive



We acknowledge and pay our respects to Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia and the Traditional Owners and Custodians of the Land and Waterways throughout the country. Brighton Primary School & Centre of Deaf Education is on Kurna Land. We pay our respects to the Kurna people and to the Elders past and present.

## Contents

Principal's Message .....	4
School Times .....	5
Leadership Team.....	5
Term Dates for 2025 .....	5
Contact Details.....	5
Teaching and Learning.....	6
Getting Your Child Ready for Foundation .....	7
First day of school.....	7
Literacy .....	8
Numeracy.....	10
STEM.....	11
Music.....	12
Primary Arts.....	13
Health and Physical Education.....	14
Assessment.....	15
Centre of Deaf Education .....	16
Auslan .....	17
Wellbeing.....	18
Camp.....	19
Pedal Prix.....	19
Student Leadership.....	19
Library.....	20
Buzzy Bees .....	20
Little Sprouts .....	21
Assemblies.....	21
Absence.....	22
Communication.....	23
Uniform.....	24
OSHC (Outside of School Hours Care) .....	26
Food at School .....	26
Canteen.....	26
Parents and Friends .....	27
Governing Council.....	27
Volunteering .....	27
Student Health .....	28
School Fees/Payment for Excursions .....	30
Lost Property.....	31
Car Parking.....	31





## Principal's Message

Welcome to Brighton Primary School and Centre of Deaf Education, where children thrive.

Brighton Primary School first opened in 1877. With a proud history of excellence, our school has established a reputation for providing high quality teaching and learning experiences. For over 50 years, we have been dedicated to educating Deaf and Hard of Hearing children and our Centre of Deaf Education is celebrated for its inclusive approach, embracing Deaf culture and Auslan in a mainstream setting.

Our school is at the heart of the 'Brighton' community. We provide opportunities for connection, learning and celebration, nurturing positive relationships among children, staff, families and the wider community. We foster a vibrant and inclusive atmosphere where every member feels valued and engaged. This strong sense of community not only enhances the educational experience but also cultivates lasting friendships and partnerships that enrich our school culture. Our values of Respect, Inclusivity, Empathy and Excellence underpin everything we do.

We pride ourselves on fostering an inclusive community where children have a strong sense of belonging and are empowered to succeed.

Recognising that every child is unique, we take the time to understand their individual strengths, passions and challenges. Our teaching and learning programs are responsive to the needs of the children. Our learning hub model personalises the learning experience for children and their families.

We empower children with the dispositions, capabilities and knowledge they need to thrive in a constantly changing world. Through evidence informed teaching practices and a rich array of extracurricular activities, including camps, incursions and excursions, we enrich children's learning journey.

Together, we will ensure your child thrives. We look forward to working in partnership with you during these formative years of your child's education.

Warm Regards,  
**Rebecca Read**



## School Times

<b>8:30am</b>	Teacher on Yard Duty
<b>8:40am</b>	Classrooms Open
<b>8:50am</b>	Roll call – Students undertake morning class routine
<b>9:00am</b>	Morning lessons commence
<b>10:40am</b>	Recess
<b>11:10am</b>	Lessons recommence
<b>12:50pm</b>	Lunch eating time
<b>1:00pm</b>	Lunch Playtime
<b>1:30pm</b>	Afternoon lessons commence
<b>3:10pm</b>	Dismissal
<b>3:30pm</b>	Teacher completes Yard Duty

### Student Free Days

Tuesday 28th January 2025

Friday, 7th March 2025

Friday, 6th June 2025

Thursday, 4th September 2025

### School Closure

Friday, 5th September 2025

### Front Office Hours

Our Front Office welcomes you between 8:15am and 3:45pm on school days.

## Leadership Team

<b>Principal</b>	Rebecca Read
<b>Assistant Principal – Wara Learning Hub Leader</b>	Jo Meredith
<b>Assistant Principal – Yarlu Learning Hub Leader</b>	Donna O’Leary
<b>Assistant Principal – Tirntu Learning Hub Leader</b>	Karen Knox
<b>Assistant Principal – Centre of Deaf Education</b>	Catharine Carlin

The first day of school for students is  
**Wednesday 29th January**

## Term Dates for 2025

<b>Term 1</b>	28 Jan - 11 April
<b>Term 2</b>	28 April - 4 July
<b>Term 3</b>	21 July - 26 September
<b>Term 4</b>	13 October - 12 December

## Contact Details

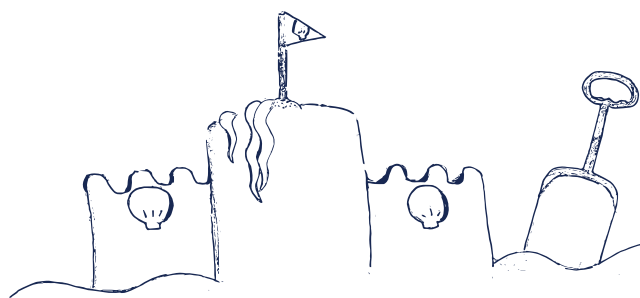
All enquiries including Canteen,  
Absences and Finance: **8296 3614**

Email: [brightonps.info@schools.sa.edu.au](mailto:brightonps.info@schools.sa.edu.au)

Web: [brightonps.sa.edu.au](http://brightonps.sa.edu.au)

OSHC (Out of School Hours Care): **8358 4352**

OSHC email: [brightonps.oshc@live.com.au](mailto:brightonps.oshc@live.com.au)





## Teaching and Learning

Our inclusive school culture aims to develop the whole child through an engaging teaching and learning program that is differentiated to meet the needs of all students. Our Educators are open-minded and reflective professionals who seek to continually improve. Our teaching and learning programs are informed by contemporary evidence-based educational research.

We teach the Australian Curriculum which sets out the goals for what students in Australia should learn as they progress through their school life. In 2025, we will start to transition to the South Australian Curriculum.

From Foundation, students develop knowledge and skills in the eight learning areas: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies, and Languages.

In the Early Years priority is given to Literacy and Numeracy development as these are the foundations upon which further learning is built. As students progress to higher year levels the priority shifts to building knowledge and skills in all of the eight learning areas.

## Getting Your Child Ready for Foundation

Here are some simple steps you can take to help make your child's first time at school more enjoyable and relaxed. Encourage your child to be independent by helping them get used to:

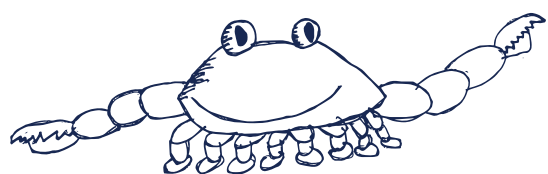
- Putting on and doing up his or her shoes
- Eating and drinking without help (opening lunchboxes, wrapping and unwrapping school lunches and drinking from drink bottles)
- Caring for and putting away play things
- Using a handkerchief or tissue
- Going to the toilet independently
- Using playground equipment safely
- Carrying his or her own bag
- Identifying his or her own belongings

Work with your child to develop his or her communication skills. Help your child to:

- Make his or her own needs known
- Use appropriate greetings
- Respond verbally when spoken to

Familiarise your child with the school environment and routine by:

- Driving or walking by the school a few times so that the school becomes a familiar place
- Introducing your child to other children in the neighbourhood who will be attending the same school
- Encouraging your child to understand that teachers and other school staff are at school to help.



## First Day of School

Make your child's first day at school more enjoyable and relaxed by being prepared. Please be ready with all your child's belongings on the first day of school.

Your child will need:

- A school bag big enough to carry all belongings
- A sun safe school hat needed daily
- A spare set of underwear
- Food for recess and lunch in a named lunch box preferably without plastic packaging (see note below re: students with allergies)
- A water bottle
- Library bag.

All these items need to be marked with your child's name and class so they can be easily returned to your child if they are misplaced.

On the day:

- Leave plenty of time to get ready, arrive at school no later than 8:35am – teachers will open the classroom at 8:40am
- Make a nutritious breakfast – this is essential for sustained energy and concentration
- Talk through the daily routine – start, lunch and finish times
- Ensure your child is aware of your end-of-day pick-up routine
- Talk through a few simple self-help ideas – for example, asking teachers for help or directions
- Be positive and encouraging about your child's attendance at school
- Assist your child's teacher in setting up routines by leaving the classroom as soon as the bell goes so that learning can commence on time.

Some children become anxious when it is time for parents to leave. Please be reassured that once you have left the classroom, children may be upset for a short time but they will eventually settle into our school routine and have a great first day. If your child is upset and you want to check on them, you are more than welcome to call the school later in the day. Some children become very tired when they first attend school. If you or your child's teacher feel it would be of benefit, an early pick up time or a day off school can be negotiated.



# Literacy

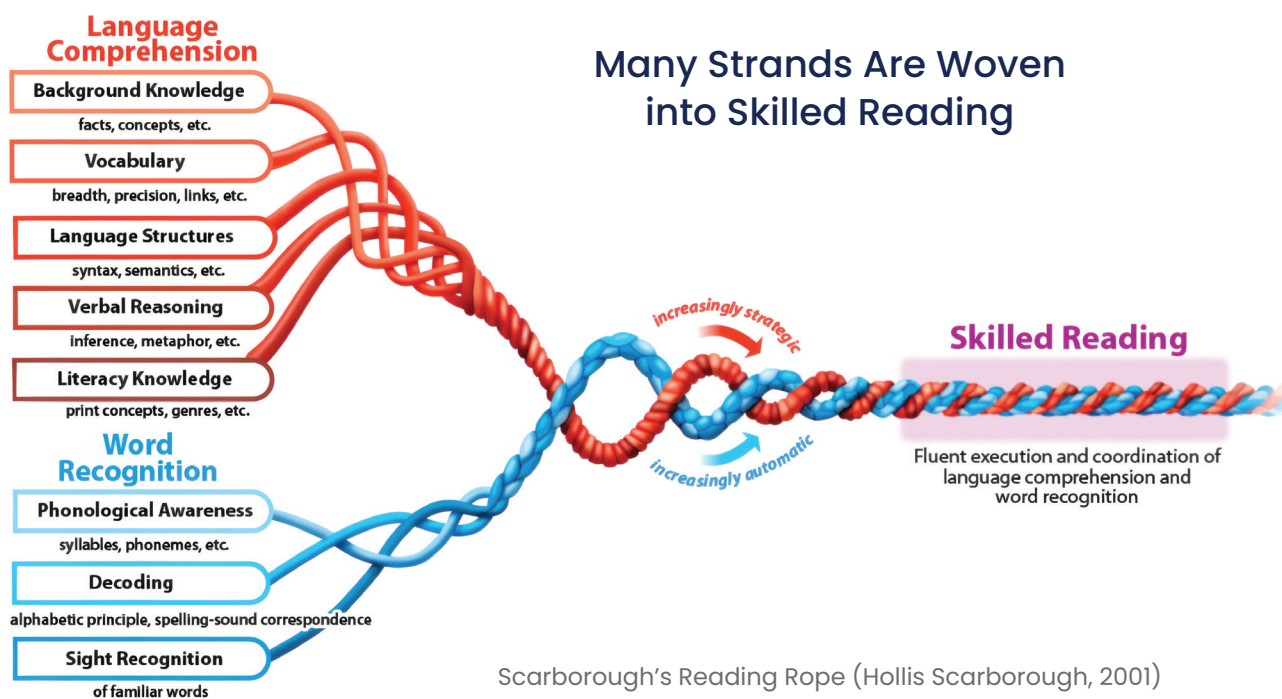
English is taught as a Learning Area in the Australian Curriculum. It focuses on developing confident communicators, imaginative thinkers and informed citizens. Studying the language and literature enables the development of reading and literacy skills which are key life skills essential to becoming successful and productive citizens. Through the Language, Literature and Literacy lens, children are taught about the English language, about how to appreciate and respond to literature, and how to interpret and create a range of texts.

At primary school children will learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency, and purpose. They will learn to enjoy using Standard Australian English to express theirs and others' needs and viewpoints, and appreciate its richness, but will also evaluate its power to evoke emotions, convey information, entertain and even persuade. Through a range of quality texts, children will develop their interest and skills in the appreciation of literature. The teaching of literacy skills is informed by research proven methods and recently, in the field of reading instruction, there

has been important research that has informed our practice. Reading has two distinct skills: decoding and language comprehension. There are many subskills in reading that are integrated, like strands in a rope, in order for effective reading comprehension to occur. Children are taught the 'basic' phonics code in the early years through systematic synthetic phonics to decode or recognise words in texts. Short decodable books are utilised to practise accuracy and fluency in decoding.

Young children listen to a range of texts in order to develop their language and knowledge about the world to comprehend texts. As children become more fluent and automatic at reading, the focus shifts from 'Learning to read' to 'Reading to learn', as children begin accessing information from texts independently.

Strong readers make strong writers, and it is through critical analysis of exemplar texts, that children in primary schools expand their skills in creating effective and innovative texts. They learn to make choices about language features and text structures for a range of purposes and audiences, all the while critically reflecting on their choices and effect.





## The Four Resources Model (Freebody and Luke, 1990)



### Code breaking

- Phonics
- Whole word recognition
- Morphology
- Etymology



### Text use

- Understanding genre and what we do with texts
- Finding, using, responding to texts



### Meaning making

- Schema activation and prediction
- Comprehension strategies
- Vocabulary



### Text analysis

- Understanding author's purposes
- Understanding how texts position us





## Numeracy

**Big Ideas in Number** forms the structure of the whole school approach to teaching Mathematics at Brighton.

The Big Ideas in Number is a framework that supports the conceptual development of number sense, which is fundamental to mathematical learning. If students don't have a solid understanding of these big ideas, their progress in the number strand and mathematics in general will be more difficult.

The Big Ideas in Number are: trusting the count, place value, multiplicative thinking, partitioning, proportional reasoning and generalising. Mastery of each of the big ideas is important.

At Brighton Primary we have a **standard lesson structure** and **problem solving process** for Mathematics across all year levels to ensure consistency across the school. Consistency in teaching builds a school's learning culture and supports transition for students from year to year.





## STEM

Brighton Primary School has a strong **STEM problem based learning** initiative which connects students and industry through solving a real world problem. Supported by a whole school **Engineering Design Process** students from Foundation to year 6 collaborate with industry professionals in an authentic context. Brighton Primary partners with a diverse range of **industry partners** from local council to national construction companies and students have seen their solutions implemented across Australia. Brighton Primary School leads the way in this engaging, meaningful and innovative way of learning at primary school level and has been celebrated at national events and referenced in DfE STEM resources and instruction.

## Engineering Design Process

- 1 **Define** the problem
- 2 **Research** for understanding
- 3 **Identify** the success criteria and limitations
- 4 **Plan** possible solutions
- 5 **Create** a design
- 6 **Critique** test and evaluate
- 7 **Feedback** give and receive
- 8 **Redesign** your solution for improvement
- 9 **Share** your final solution





## Music

Our extensive Music program is led by specialist music teachers. Students in Foundation – Year 6 participate in weekly Music lessons. Our Music program engages students, excites their imagination and encourages them to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. The school provides additional Music curricular opportunities including:

**Primary Schools Music Festival** held at The Adelaide Festival Theatre in September. Festival of Music/Senior Choir is open to committed students in Years 5 and 6. Rehearsals are held in the music room on Thursday afternoons.

**Junior Choir** is held during lunchtime for students in Years 3 and 4. Choir members are invited to perform at Holdfast Mini Fest, held at Paringa Park Primary early in Term 3.

**Strings Program** is offered for students in Year 3 to 6. Students have the opportunity to learn the violin, viola and cello. Students work toward playing in the school's string orchestra. Instruction takes place on a group basis with three to five children learning together. Classes are formed according to the student's progression, thus students of various ages may be grouped together. Students are given performance opportunities throughout the year.

## Specialist Teaching

Throughout the week, students participate in five lessons with our team of Specialist Teachers. Specialist taught programs include Auslan (Language other than English), Music, Primary Arts and Health, and Physical Education.





## Primary Arts

Our exciting Arts program is led by a specialist Arts teacher. Students in Foundation – Year 6 participate in a weekly Arts lesson that covers Visual Arts and Drama.

At Brighton Primary we are constantly trying to stretch students' learning through an Art lens by complimenting and extending what is happening in their classrooms. This may be in the form of showing understanding and interpretation through mime, storytelling, dance or a sculpture, print, painting or drawing. Examples include aligning historical topics with relevant artist studies and creating meaningful performances out of certain social studies themes.

Learning in **Visual Arts** involves experimenting with conventions and techniques and exploring ideas, practices and artworks from different cultures and times, particularly those of Aboriginal and Torres Strait Islander artists. By focusing on different artists and art forms, students will represent a theme, concept or idea, different

views and beliefs and opinions, and use artists as inspiration for their own representations.

Students in **Drama** explore and express ideas and narrative structures through role play, improvisations, and scripted performances. Students write scripts, use written plays and real or imagined events to develop and create characters and situations by using their voices, facial expressions, bodies, movement and language.

Art and Drama skills and knowledge are taught to enhance the abilities and creativeness of children and encourage them to have a positive life long relationship with the Arts. We also focus on ways to build confidence, imagination, and communication skills in our arts space. The work of our students is celebrated with the biannual Visual Art Show. Students' art work is proudly displayed throughout the school and money raised from the Art Show is used to purchase art work for the school.



## Health and Physical Education

**Brighton is a sporty school which provides many opportunities for students to be active and participate in a wide range of sports.** Many students find at Brighton, the inspiration for lifelong pursuit of sport and recreation, promoting a healthy and positive lifestyle both during and beyond school.

Our extensive Health and Physical Education program is led by specialist teachers. Students in Foundation – Year 6 participate in two Health and Physical Education lessons per week.

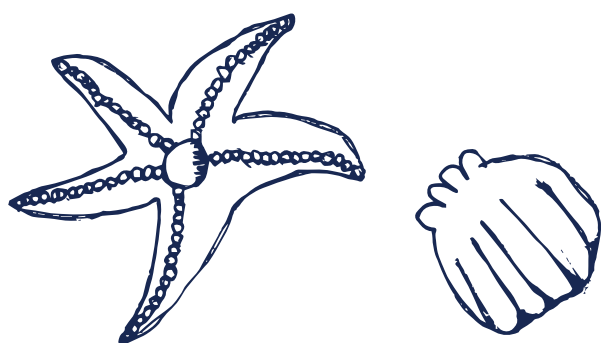
By participating in Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently and creatively.

Students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.

The learning of students is celebrated at the annual **Sports Day** and Sports Assembly.

Our extensive **After School Sport** program is coordinated by our After School Sports Coordinator and our Sports Committee. See our school blog for further information.







## Assessment

Regular ongoing assessment helps teachers make decisions about what your child knows, understands and can do.

Teachers use a range of assessments including observation, analysis of work samples and talking with children. Throughout the year teachers complete school wide assessments of their students' Literacy and Numeracy skills. Many of these assessments are standardised and are carried out by the teacher with students individually.

Information gathered through assessment is used to identify your child's next steps, their individual learning goals and to identify if they would benefit from additional support or extension.

### Reporting to Parents

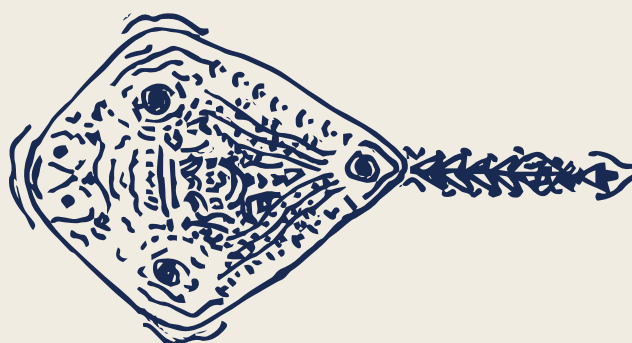
While our classroom teachers are available to discuss your child's progress throughout the school year, there are key times of the year when we formally report to parents:

#### Three Way Interviews (Term 1)

Three way interviews are held at the end of term 1. This is an opportunity to discuss your child's progress, their learning goals and to review their social and emotional wellbeing.

#### Written Reports

Written reports are distributed electronically in the last week of term 2 and term 4.





## Centre of Deaf Education (CDE)

The Centre of Deaf Education (CDE) is a Special Options placement with full inclusion in the mainstream setting. All of our Deaf/Hard of Hearing students are placed into mainstream classes (known as CDE classes) with their hearing peers. The CDE provides an integrated and inclusive environment which continuously strives to meet the individual educational needs of each Deaf/Hard of Hearing student, all of which is overseen by the Centre of Deaf Education Assistant Principal.

Within our CDE community we have a diverse range of Deafness and hearing loss. Children with mild-moderate bilateral hearing loss (40dB loss) to profound loss can apply for Special Options entry to our CDE. Children with milder losses are supported by Deaf aware teachers and support staff. The CDE staff includes specialist trained Teachers of the Deaf and Bilingual SSOs. We pride ourselves on the expertise, professionalism and in-depth knowledge and experience of teaching Deaf/Hard of Hearing students.

Communication plays a vital role in every child's education. We here at Brighton CDE are here to foster, engage and create effective communicators within our Deaf/Hard of Hearing cohort. Whether they use oral language, signed language or a mixture of both our CDE students have equal access to a high quality education. Our CDE classes are bilingual and use both Auslan

and spoken language to create an engaging learning environment and a strong learning community of like-minded peers.

During your child's time here at Brighton Primary School it is highly likely that they will be placed into a CDE class. These classes are dynamic, exciting and inclusive learning communities which are taught by a highly collaborative team of educators. This team includes a mainstream teacher, a Teacher of the Deaf and a Bilingual SSO. Whether the student is hearing or Deaf/Hard of Hearing they will work alongside each other accessing the same high quality teaching an advantage of unlimited access to Auslan which helps them develop deeper skills within this curriculum area. Having Auslan as our LOTE also provides our hearing students with the communication skills to form relationships with their Deaf/Hard of Hearing peers.

Our Centre of Deaf Education is an integral part of the education we provide here at Brighton Primary School.

The CDE and everything it entails allows us to foster the next generation of learners to be inclusive and aware of the Deaf community here and within the wider community. We hope this in turn will create a population of young people with an inclusive mindset who are open to forming relationships with everyone.





“The CDE holds the same values as the mainstream school, including the same high expectations for our students’ academic, social and emotional success.”

## Auslan

Auslan (Australian Sign Language) is a valued language at Brighton Primary School and Centre of Deaf Education and all students Foundation – Year 6 participate in a weekly lesson with a specialist Auslan Teacher.

Through games, conversation and songs students learn Auslan vocabulary and grammatical structures. Students learn about Deaf culture.

Parents and families within the Brighton Primary School community can access Auslan classes at the school. See our school blog for further information.

Students have the opportunity to participate in the Signing Choir which meets at lunchtime. The **Signing Choir** perform at a range of events throughout the year.

**National Week of Deaf People** is celebrated annually in September. It is an opportunity to honour Deaf culture and language as well as raise vital awareness about social inclusion and communication barriers. A range of activities are organised as part of National Week of Deaf People.







## Wellbeing

**Wellbeing is central to all we do.** We are proud to be a learning community that promotes student wellbeing, safety and positive relationships, so that students can reach their full potential. Evidence shows that when students develop their social and emotional skills for wellbeing, there is a direct impact on their learning.

Our goal is to help students to feel connected and engaged in their learning, and to collaborate effectively with parents, to support children to grow into happy, respectful, well-balanced members of our school and wider community.

We have both proactive and responsive strategies to support student wellbeing. Students engage with class-wide programs such as Keeping Safe (Child Protection Curriculum) and year level appropriate social/emotional programs together with small group programs, where there is a need. In addition to this, some tailored 1:1 support is available.

When students or families encounter challenges the Learning Hub leader, and/or the Pastoral Care Worker is available for meetings, support, strategies, resourcing, and referral for a range of needs. We can assist with access to broader Department for Education and External Agency services.

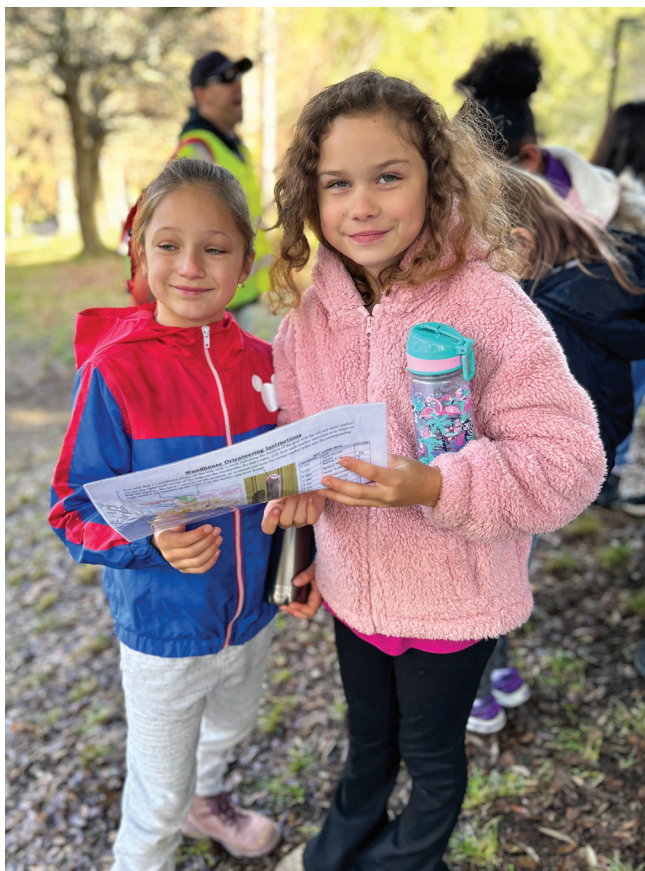
Please look out for the regular articles, shared via our School Blog, on a range of topical parenting and primary school aged student issues. We welcome you to make contact with the Learning Hub leader, should you feel the need for your child or family.

## Learning Intervention

At Brighton Primary School, our key literacy and numeracy interventions include MiniLit (reading intervention for JP) and MacqLit (reading intervention for Year 3+).

We have access to Department for Education Speech Pathology, Special Education, Psychology and Behaviour Coach Specialists. Referrals can be made to build a team around students. Consent from parents is always gained before we engage with these additional services.

At Brighton Primary School we hold a regular Student Review Team meeting, where Leaders meet to review the learning, attendance or wellbeing of students. We regularly collect assessment data and analyse student progress. Students may be allocated intervention support, as appropriate. This is then monitored and reviewed regularly.



## Camp

The Camp program adds value to our existing academic, wellbeing and extra curricula programs offered at Brighton. Camp experiences positively influence student relationships, resilience, self-confidence and wellbeing, achievement and engagement with learning. The school provides a range of camp experiences from Year 4 – Year 6 including the Canberra Camp for our year 6 students.

## Pedal Prix

We are very proud of our Pedal Prix program. We are fortunate to have three vehicles – Lightning, Thunder and Bolt. Pedal Prix is the racing of human-powered, three-wheel recumbent trikes as members of a team work together under race conditions. Brighton has participated in Pedal Prix for 6 years and is regarded as a high spirited competitor. In 2022 and 2023, team Lightning won the National Championship.

Our Pedal Prix program is open to students in Year 5 – 6. The annual Pedal Prix series includes races at Victoria Park, Tailm Bend and Murray Bridge.

Collaboration and teamwork are developed as Pedal Prix team members train and compete throughout the year. Our Pedal Prix program is well supported by parents and community members.

## Student Leadership

Students are encouraged to develop their leadership skills by aspiring to positions of responsibility. Opportunities for student leadership within the school include: Student Executives, house Sports Captains, Eco Leaders, Digital Leaders and Choir Leaders. Many of these positions are filled through formal selection processes, providing students with a rich experience of application writing, public speaking and interviews.





## Library

We have an extensive library with non-fiction resources to support student learning and fiction resources to encourage a love of reading and literature. Students will visit the library each week with their class teacher to borrow and return books. Borrowing books does not have to be a weekly occurrence as students can borrow everyday if they wish. The Library is open Monday – Thursday mornings from 8:30am, at lunchtimes and after school until 3:20pm. We encourage parents to come to the library before and after school to help their children select books to borrow. We encourage students to keep their books in a waterproof bag to avoid damage and also to keep them in a safe place at home. If there is an issue with a lost or overdue book please contact us so we can resolve the issue.

## Buzzy Bees

### Buzzing to begin at Brighton

Buzzy Bees is our **preschool to school transition** program. All children who are enrolled to attend Foundation at Brighton Primary School are encouraged to participate. Buzzy Bees provides children with the opportunity to:

- Transition smoothly from preschool to school
- Build onto the learning at preschool
- Enrich early literacy and numeracy skills
- Build confidence in the school environment
- Establish quality relationships with peers and school educators

More information about this exciting program is available from the Front Office or on the school website.



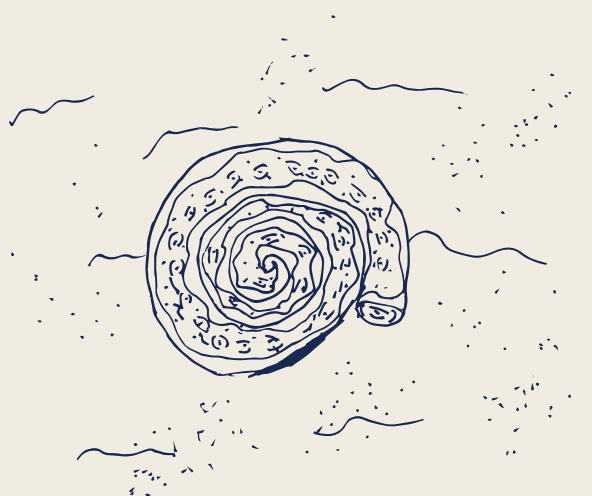
## Little Sprouts

Little Sprouts is our friendly inclusive playgroup held on Monday mornings 9:00-10:30am during term time. All families with children aged 0-5 years are welcome. Activities include library time, messy play, Auslan and art/craft. Great coffee for adults.



## Assemblies

Whole school assemblies and Learning Hub Assemblies are held throughout the year. Assembly times, dates and locations are communicated via our school blog or via our classroom app, Seesaw. Parents/caregivers are an integral part of the audience, so please feel welcome to join us when possible.





## Absence

If your child is absent from school for any reason, we ask that you inform us as soon as possible including the reason for the absence by sending a message via the Community EMS portal or phone the school on **8296 3614** and leave a message.

We operate a same day text message notification system to inform parents of student absences. To avoid receiving a text, please advise us by 9:00am if your child is absent for that day. If we have not heard from you regarding your child's unexplained absence, a text will be sent from school at approximately 10:00am.

### Early Arrival

Children should not arrive at school before 8:30am as no supervision is available. OSHC offer before school care from 7:00am-8:30am.



### Late Arrival

Late arrivals impact the children's individual routine and their learning. We understand that at times this is unavoidable. When arriving late, children sign in at the Front Office and collect a late slip to give to their teacher.

### Early Collection

Early collection from school can be disruptive and impacts the children's individual routine and their learning. We understand that at times this is unavoidable. In these instances, please contact the Front Office with the details as early as possible. We will have your child waiting in the Front Office for a registered adult to collect them and sign them out.

### After School

It is expected that all children will leave school grounds by 3:30pm as no supervision is available after this time. OSHC offer after school care from 3:10pm-6:30pm.

### Extended Absences

If you plan for your child to be absent for 3 or more days, you are required to complete and return an Exemption Form. Please visit our Front Office to collect a copy, or contact us and we can send the form home.

## Keeping Us Up-to-date

It is important that you inform the school as soon as possible if there are any changes to:

- Contact details (name, address, phone or email)
- Medical information
- Family circumstances ie. Family Court Orders/parenting agreements
- Emergency contacts



## Communication

Open communication between home and school underpins a great school experience for children. Our school uses various methods for communicating with our community.

For **classroom news and updates** we use the **Seesaw app**. Your child's teacher will connect with you via the Seesaw app. This app has messages and photos that can be sent to the entire class, where you can like the information or make a comment that all recipients will see (once approved by the teacher). Seesaw also allows you to have direct communication, one on one, with the teacher. Teachers will respond to direct messages within 2-3 working days. For all urgent matters, please contact the school on **8296 3614**.

**Whole school relevant information** is available on our school blog. To view our blog please search and bookmark **News & Events**.

Details about **excursions** will be delivered to both parents via **EdSmart** to the **email** addresses given on your child's enrolment forms. You are able to receive all the details, complete and submit all required information conveniently online.

**Urgent communication** will be sent to you via **SMS/text message**. For example if your child has not arrived at school and you have not advised us of the absence, we will text you at approximately 10:00am.

Follow us on **Social Media** on Facebook and Instagram.

**The Seagull** is our Network Production where our students present Brighton Primary School News and Interviews.

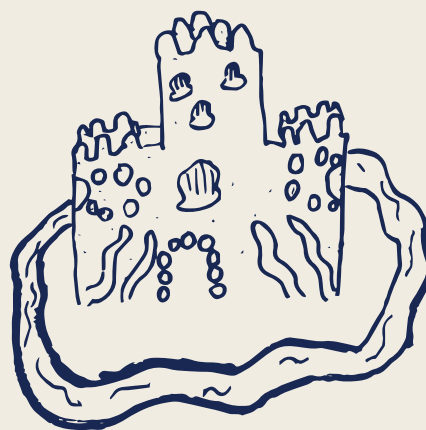
In addition to the communication methods above you may also see promotional material on our entrance gates. For example, Parent Coffee Catch Ups on the courts, Student Disco, the Colour Fun Run and Little Sprouts Playgroup.

### From Your Family

We encourage you to share any news, concerns or questions with our school. General events in your family life such as illness, new babies, etc can be a source of excitement or concern for children and may impact on their wellbeing. Please let your child's classroom teacher know of any such events. Please discuss any questions or concerns you may have about your child's progress with their classroom teacher.

### Contacting Staff

You may contact your child's teacher or a member of the leadership team by leaving a message at the Front Office, via email and/or Seesaw.



## Custody/Parenting Arrangements

Information regarding your family circumstances is essential to help us understand and support your child at school. A copy of a Court Order or Custody Order is necessary so staff can ensure the legally designated parent or guardian collects children.

# Uniform

At Brighton, we are very proud of our school uniform. Our uniform is one of the most visible elements of the school, both inside the school grounds and out in the community. The wearing of the school uniform builds a sense of belonging and adds to our community spirit. Wearing the school uniform promotes equity among students and promotes learning. Wearing the correct uniform shows that we are proud to be part of our school community to which we belong.

There are a range of uniform options to choose from and some accessories.

## Tops/Dresses

Only uniform purchased from the school uniform shop are to be worn. Only school fleece jumpers or school jackets purchased from the uniform shop are to be worn. Plain long sleeve black tops can be worn under dresses or polo tops. Any black parka can be worn outside (these are not to be worn inside).

## Bottoms

Must be black and free from all logos. Shorts must be mid-thigh length. From Year 3, black leggings are allowed to be worn under dresses/shorts but not on their own. Bike shorts are not permitted on their own.

## Hats

Students wear hats from the start of school until 1 May and from 1 September to the end of the school year. Only hats/beanies purchased from the uniform shop are to be worn. Students with long hair are encouraged to tie it back. All accessories including headbands, hair ties, clips, ribbons and scarves must be black, yellow or grey to complement the school uniform.

## Footwear

Comfortable shoes should be worn that allow safe participation in all activities including PE. Inappropriate shoes include ballet flats, thongs, slip-ons, wheeled and heeled shoes. Socks must be black, white or grey.

## Items not included in the school uniform policy

The following is not to be worn at school:

- non-school logos / slogans on clothing
- jeans / denim
- tank tops, midriff tops or tops with shoe string straps
- baseball caps
- nail polish or make up
- ear headbands
- large hair bows (e.g. JoJo bows)
- necklaces, dangling earrings or chokers. The only forms of jewellery acceptable are ear studs or small sleepers (for safety reasons) and watches.
- thongs or similar strapless/open footwear. Socks are to be worn with closed toe shoes.
- hooded tops

If students are unable to wear uniform on a particular day, communication from parents/caregivers is required. Uniforms should be in good condition. Torn or defaced uniforms are unacceptable.

Uniform can be purchased through Belgravia Apparel Schools either online or by visiting their store located at Shop 4/378 Goodwood Road, Cumberland Park SA 5041. Call **8273 0200**.







## Uniform Description of Items

### Uniform Basics

1. Grey Short Sleeve Polo Shirt
2. Black Skort
3. Grey Long Sleeve Polo
4. Yellow and Black Polo Shirt
5. Hat and Dress
6. Wet Weather Jacket and Beanie without pom pom
7. Wet Weather Jacket and Beanie with pom pom

### Bags and Sports

8. Backpack
9. Sports Top (to be worn for Extra Curricular Sports – Volleyball, Basketball, Cricket, Soccer, Netball)

### Year 6

10. Year 6 Jumper (back)
11. Year 6 Jumper (front)
12. Year 6 Polo Shirt

## OSHC (Outside of School Hours Care)

To help families with their childcare needs, we offer a quality before and after school care program and a vacation care program. "It is our wish for every child who attends Brighton Primary OSHC to gain self-esteem, self-confidence and fulfilment through all the experiences that they share at our service."

	Hours of Operation	Fee (before Child Care rebate)
<b>Before School</b>	7:00am – 8:40/50am	\$20.00
<b>After School</b>	3:10pm – 6:30pm	\$30.00
<b>Pupil Free Days</b>	7:00am – 6:30pm	\$75.00
<b>Vacation Day</b>	7:00am – 6:30pm	\$75.00

\* Prices subject to change

Please contact the OSHC Director for further information:

Telephone: **8358 4352**

Mobile: **0488 238 223**

Email: **brightonps.oshc@live.com.au**

## Food at School

Each child is encouraged to bring a named water bottle each day. Some educators allow these on desks, others keep them by the door, or in student bags.

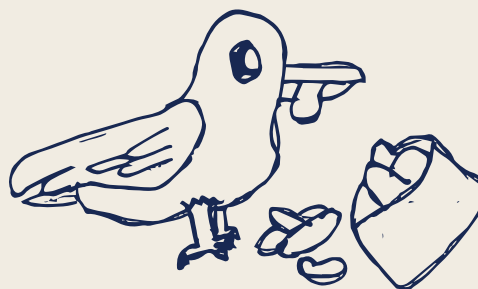
'Brain food' is encouraged each day. This is a healthy fresh fruit or vegetable snack that children can eat in class before recess.

'Nude food' is also encouraged, where children bring food in reusable wrappers and containers that they can then take home and use again.

'Breakfast Club' is a free breakfast provided to students in the school hall on Tuesdays from 8.15am to 8.45am. This is hosted by our Pastoral Care Worker and members of a local church.

## Canteen

The school operates a canteen for recess and lunch five days a week. Students can bring a clearly written lunch order bag plus money to the canteen. The Qkr! app is the preferred method for ordering. This app can be downloaded to your mobile phone. An up-to-date printed menu and price list is available from the Front Office, canteen or our website.





## Parents and Friends

We have a strong and active Parent and Friends' Association (P&F) who support and organise school community events. P&F is a wonderful community minded group who are actively involved in supporting connections between families and school events.

All parents are welcome to join the P&F committee. By being a part of the Parents and Friends you have the opportunity to gain an informed insight into your child's school and contribute to the many events which take place. Meetings are held twice a term in the staff room. The meetings aim to draw together individuals from the school community and to form an enthusiastic and coherent team. A member of leadership team attends the meetings.



## Governing Council

The Governing Council plays an important part in the management and development of our school. It is responsible for ensuring that the community's wishes and ideas are incorporated into the school's educational program, and is a key body in school decision making.

A new Governing Council is elected at the Annual General Meeting in Term 1. Governing Council meetings are held twice a term on a Monday night from 7.00pm in the staffroom. All interested parents are welcome to attend. These meetings are conducted in a relaxed and friendly atmosphere. Parents may raise issues of interest or concern to you through your Governing Council representatives. Dates of meetings are advertised in the school calendar.

## Volunteering

Our school welcomes the active support of parents and community members. You may like to participate on a regular day with your child's class, help in the Library or Garden, support sports teams and carnivals, be involved in a committee, work in the canteen, or assist special occasions like the school disco, a class excursion or camp.

To be able to volunteer in the school you will need to complete our volunteer pack checklist available via email or collect a paper copy from the Front Office. This checklist includes the following which must be completed: an application and agreement, an online Responding to Abuse and Neglect Course, a Department for Human Services (DHS) Working with Children Check, and a site induction.

When volunteering at our school or on excursions, you are required to sign in and out via the Front Office.

## Student Health

Brighton Primary School is committed to supporting the health and well-being of all students. Parents/carers retain primary responsibility for their child's health care. This includes responsibility for providing accurate, up-to-date relevant information to staff regarding their child's routine and emergency health care needs. The school does not have the facilities or skills to care for sick students other than to provide first aid. Students who are ill should rest and recover at home until they are well enough to return to school.

### Accidents or Illness

Our staff are trained in basic first aid. Staff will provide an initial assessment and first aid treatment to students. The school will contact parents and carers to make a final decision about seeking further medical advice or treatment.

In the event of an accident or illness, you or your nominee will be contacted as soon as possible by a staff member. If a child requires emergency treatment, an ambulance will be called.

### Medication Management

Where possible, we encourage students to take medication outside of school hours. If medication is necessary at school, students will be supervised in managing this process themselves or will be given the medication by Front Office staff.

- Medication must be provided in the original pharmacist container with directions on the label.
- The child's name must be on the original label.
- Medication must be stored safely and so needs to be taken to the front office and given to a Front Office staff member for storage in a secure cupboard. This should be handed from adult to adult.
- Students must have a medication plan filled out by a doctor and the parent/carer.
- A maximum of a week's supply is to be provided at any time (except asthma medication).

- It is the parents/carers' responsibility to provide the medication.
- A medication log will be filled out by the Front Office staff member supervising or giving the medication.
- Epipens must be replaced once out of date.

### Routine Health and Personal Care Support

Some students may require assistance with their routine or emergency health and personal care needs. Before staff can assist with this, parents/carers must provide written information from their doctor who outlines specific care needs and requires updating every 12 months. Forms are available from the Front Office for a range of health conditions and needs, including:

- Asthma
- Diabetes
- Anaphylaxis (severe allergy)
- Medical information (for general health care or those without specific forms)
- General health information (to be completed by a general practitioner, psychiatrist or psychologist)

The purpose of these health care plans is to ensure that the school has information from the treating health professional relevant to the student's health, well-being, attendance, learning and care at school. We can write a 'health support plan' for the child if deemed necessary by the school or if any of the following are relevant:

- There are individual first aid requirements, other than a basic first aid response
- The child needs additional supervision for health related safety
- There is a predictable need for additional support with daily living tasks

Health support plans are written using the written information from the treating health professional, with discussion between school staff and the parent/carer.



## Asthma

Students with asthma (even if only 'mild' or 'occasional') need an asthma care plan completed and signed by the treating doctor and given to the Front Office staff. Asthma Care Plans need to be updated every 12 months. Staff can remind students to take their preventative asthma medication prior to physical activity if this is part of the asthma care plan. Staff are also trained to administer reliever medication in the event of asthma attack. The school has reliever medication for use in emergency situations only. All asthma puffers must have the pharmacist label, including the student's name, stuck on the puffer.

## Head Lice

When head lice is found on a child during attendance at school a phone call will be made advising you of this. We would appreciate it if you can then collect your child for treatment. Various treatment options are available from a chemist and your child is welcome back at school after treatment occurs. If head lice is found at home we ask that you notify the school via the educator or contact the Front Office.

## Infectious Diseases

Please contact the school if your child contracts an infectious disease and you are unsure of the period of exclusion from school.





## School Fees/ Payment for Excursions

In 2025 the charges for students in Foundation to Year 2 is \$465/year, and for students in Year 3 to Year 6 is \$497/year. Parents will be invoiced in February and fees are due by the end of term 1. You are asked to pay the student fees as soon as practical. Our financial resources make it difficult to carry outstanding accounts for other than a short period of time. If you have difficulty paying fees, forms may be obtained from the Front Office for government assistance through a school card application.

[www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme](http://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme).

If you are not eligible for government assistance please make an appointment to discuss payment instalments with the school's Business Manager.

Throughout the school year, teachers may organise camps, excursions, etc.

As these events occur, parents will be notified about the nature of the activity and the amount of money that is required and the timeline for payment.

All payments can be made at the Front Office or via the Qkr! app.

### Money Collection

When we require payment for excursions etc. the preferred method of payment is via EdPay. The Principal is always willing to consider payment by instalment, so please contact our Business Manager to request a payment plan if required.







## Lost Property

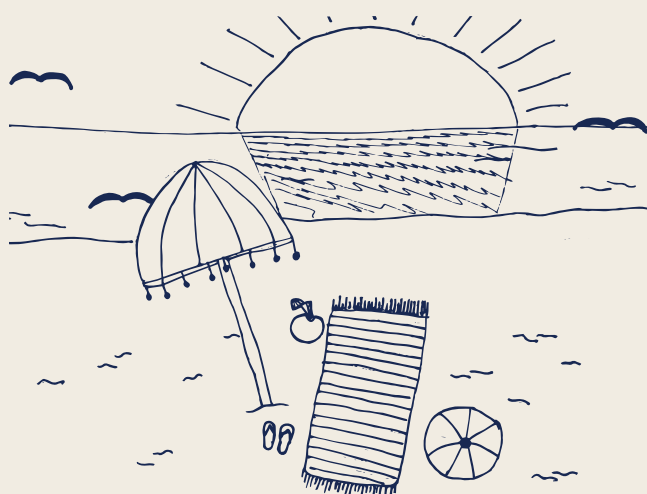
Possessions that students bring to school e.g. clothing, lunch boxes, school bags, etc. must be named to facilitate their recovery when lost. Please remember that all clothes (including underclothes) need to be named. Please check the lost property bins located under the stairs in the front office and at OSHC.

During the term unclaimed items are sorted. Named items are returned to the owner. Unclaimed items are donated to charity.

## Car Parking

Parent/caregiver parking is available in marked areas along Highet Avenue, and in the car park of the sporting complexes adjacent to the school. The carpark located within our school grounds is for staff use only. Please refrain from using the staff car park, unless there is an emergency.

Children and parent/caregivers are asked to use the path on the western side or the path along the oval fence, rather than walk through the car park. Please do not park in the business customer car parks off Highet Avenue towards Brighton Road.





## Brighton Primary School & Centre of Deaf Education

1 Highet Avenue  
Brighton South Australia 5048

(08) 8296 7180

[brightonps.info@schools.sa.edu.au](mailto:brightonps.info@schools.sa.edu.au)

[www.brightonps.sa.edu.au](http://www.brightonps.sa.edu.au)



**Government of South Australia**

Department for Education