

At BPS We Strive for 5 Be Brave. Be Kind. Work Hard. Aim High. No Excuses.

THE BANKSIA BUGLE



It has been a hot start to our school year, and our students have coped really well.

It was wonderful to see the smiling faces on Day 1 and to feel the excitement that students (and maybe some parents) had for being back at school.

Classes have jumped straight into setting students up for success by explicitly teaching class routines and beginning our PBL Implementation Agreement with a lesson focus this week on Be Brave.

Students have been engaged in specific lessons targeting the 4 expected behaviours.

You will find on the next page of The Bugle questions and reflective prompts that teachers have used with students to guide their thinking and understanding of each expected behaviour.

We have also spent time talking with our students to gain a better understanding of how they like to learn which will assist teachers when designing their learning for students. I have included some work samples in a dojo post. We used this information at staff meeting to reflect upon common threads that came up across all year levels.



BE BRAVE



- Actively participate in all aspects of school
- Accept that challenges and mistakes help us grow
- Accept and action teacher feedback to improve ourselves as learners
- Are good winners and losers



Actively participate in all aspects of school
R-2

- What does your body look like when you are actively participating?
- How can you show you are ready to learn?
- Name one way you can join in during:
 - learning time
 - playtime

Sentence stems (for students):

- "I participate by _____."
- "I can help my class by _____."

Years 3-4

- How is active participation different from just being quiet?
- What does active participation look like in:
 - whole class learning
 - group work
 - yard play
- When it feels hard to participate, what could you try?

Reflective stem:

- "Today I showed active participation when _____."

Years 5-6

- How does your participation affect:
 - your learning?
 - others' learning?
- When have you chosen not to participate — what got in the way?
- What is one strategy you can use to participate even when you feel unsure?

Metacognitive stem:

- "To improve my participation, I will _____."

Accept that challenges and mistakes help us grow
R-2

- What can you say to yourself when something is tricky?
- What can a mistake teach your brain?
- What should you do instead of giving up?

Stems:

- "When I make a mistake, I can _____."
- "A challenge helps me by _____."

Years 3-4

- Why are mistakes important for learning?
- How can a mistake make your work better?
- What could you do when you feel stuck?

Prompt:

- "A mistake I learned from was _____ because _____."

Years 5-6

- How do challenges build resilience?
- How do you decide whether to:
 - keep trying, or
 - try a different strategy?
- How can mistakes improve your thinking, not just your work?

Reflective stem:

- "A challenge that helped me grow was _____."

Accept and action teacher feedback to improve ourselves as learners

R-2

- What does feedback mean?
- What should you do after your teacher gives you feedback?
- Show how you could improve your work after feedback.

Stem:

- "My teacher helped me by saying _____, so I will _____."

Years 3-4

- Why is feedback helpful?
- How can you show you listened to feedback?
- What might happen if you ignore feedback?

Prompt:

- "One piece of feedback I used today was _____."

Years 5-6

- How does feedback help you reach your learning goals?
- What makes feedback useful?
- How can you ask for clearer feedback?
- How do you decide what feedback to act on first?

Stem:

- "The feedback that most helped my learning was _____ because _____."

Are good winners and losers

R-2

- What does a kind winner say?
- What does a respectful loser do?
- How can you stay calm if you lose?

Stem:

- "If I win, I will _____."
- "If I lose, I will _____."

Years 3-4

- Why is it important to be gracious when you win?
- How can losing help you get better?
- What could you say to a teammate who is disappointed?

Prompt:

- "Good sportsmanship looks like _____."

Years 5-6

- How can your reaction to winning or losing affect others?
- What strategies help you manage disappointment?
- How can competition be healthy rather than negative?

Reflective stem:

- "Next time I play a game, I will show good sportsmanship by _____."

Our school is committed to working together positively with all members of our community. We know that productive partnerships with parents can greatly improve children's learning and wellbeing outcomes. This letter explains how staff and families communicate effectively and respectfully with each other at Banksia Park School R-6 to best support your child's school experience.

What you can expect from us:

We'll communicate with you in a timely, respectful, and professional manner.

Specifically, we will:

- Provide regular updates and important information in our whole school newsletter The Banksia Bugle, via EdSmart email Broadcasts, Class Dojo Events Calendar and our termly fridge calendar.
- Report on your child's progress by student lead parent/teacher interviews, end of term reports.
- Publish key events and school policies and procedures on our website and via Edsmart email Broadcasts. This information is also available by contacting the office.
- Provide information about opportunities for parent participation and how to get involved in school governance and parent committees.
- Contact you as soon as possible about any concerns related to your child's learning, behaviour, wellbeing, or attendance, and seek your involvement in addressing those concerns.
- Aim to return any calls and emails within 1- 2 business days], during term time. We can also organise a time to meet with you for a more detailed conversation in-person or over the phone.
- Treat concerns you raise with us seriously and confidentially.
- Welcome your feedback and suggestions and continually look for opportunities to improve our processes.

What we expect from parents/caregivers:

- Communicate with all other members of our school community in a polite and respectful way.

Specifically, we ask that you:

- Contact us before 8.45am if your child will be arriving late or not attending school. Phone the Front Office on 82642114
- Notify us promptly of any changes in details such as your contact information, address, or your child's emergency contact people to ensure communications reach you.
- Take a few moments to read the communications we send you and contact us if you have any questions.
- Speak to your child's teacher in the first instance by email or phone message if you need to share important information about your child or to discuss a question or concern.
- Call or email our office to ask for a time to speak with the leadership team if you don't feel your concern has been resolved, or if there's a serious issue.
- Understand that staff may not always be available to talk right away, but they will get back to you as soon as they can within 1-2 day wherever possible.
- Remain calm and respectful when raising concerns with staff and keep an open mind that there may be different views and perspectives on a situation. Understand that to resolve your concern we may need some time to gather more information or put plans in place.
- Always raise any concerns about another child's or parent's behaviour with staff so we can follow up - please do not approach them directly.
- Model positive behaviour by using appropriate language and speaking respectfully with staff, other parents, and children at our school (including over the phone, by email, ClassDojo, and on social media).

We look forward to working together with you to ensure a safe, positive, and caring environment for all children, staff, and community members at Banksia Park School R-6. If you have any questions or concerns about our community expectations, please contact a member

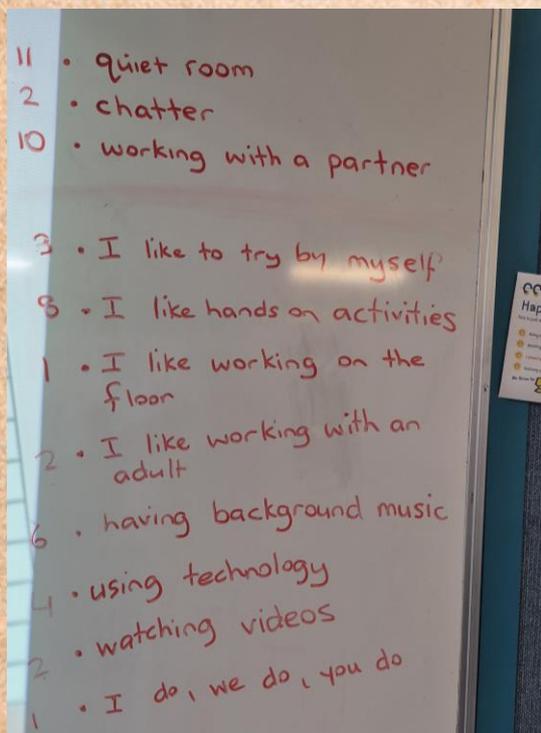
School Card scheme

If you're a low-income family with children attending government schools, you can get financial help with school fees, materials and services charges through the School Card scheme. You could also get access to a free device if your child is in year 7 or 10 and their school takes part in the department's School Device Program.

Parents should speak directly to Yvette Lasscock Business Manager if they have further questions about School Car and School Fees.

SA.GOV.AU - School Card scheme

Room 7's Preferred Learning Brainstorm



Lunch Orders and Payments

Payments for school excursions, events, uniforms and lunch orders can be made via the Qkr! App. Download this app from the app store. Subway lunch orders are on Tuesday and Pie Time lunch orders are on Thursday.

Resolving issues respectfully at Banksia Park School R-6

We're committed to developing positive relationships with all members of our community and giving our best to support your child's learning and wellbeing.

To help us resolve any concerns you may have, it's important that we discuss issues in a calm and reasonable way. The below information provides guidance to parents, caregivers, and families on how to raise issues respectfully at Banksia Park School R-6.

Talk to your child

- Ask questions (who, what, when, where, how, why) to find out more about the issue.
- Use this information to help decide if your child can resolve the issue themselves, or if support is needed from the school
- Providing your child opportunities to appropriately resolve an issue themselves can help build problem solving skills and resilience.



Talk to your child's teacher

- Contact your child's teacher by email about the issue you want to raise.
- Depending on what the issue is and how it needs to be resolved, the teacher may:
 - work with you to establish the best course of action for your child
 - have recommendations on how you can support your child at home
 - provide information about additional support your child can access at school
 - refer the issue to a leadership team member to help resolve it.



Talk to the leadership team

- If you don't feel your concern has been resolved, or if there's a serious issue, you can discuss it with the Principal or another member of the leadership team.
- Send an email to renee.miller145@schools.sa.edu.au or call the office (details below) to request an appointment.



Contact our office

- For any general questions or concerns, or if you're not sure who you need to speak with, contact our office. Our staff can connect you with the right person.
- **Phone:** 82642114
- **Email:** dl.1015.info@schools.sa.edu.au
- **Office hours:** 8.30am – 3.30pm



When you can expect a response

- We aim to reply to all contact within [number] **business days**, during term time.
- Sometimes we'll need more time to gather information, plan, or set things up. Please be patient while we're working on resolving your concerns, and we'll update you as soon as possible.
- The person you need to talk to might not be available right away. Please leave a message and they'll get back to you soon, or you can ask to make an appointment for a conversation when you're both available.
- We understand it may be more convenient for you to send emails or messages outside of our regular hours. In turn, staff will respond to you when they are working.



Useful tips

- ✓ Remaining calm and respectful when talking with staff will ensure your point of view and concerns are heard. It's never OK to shout, abuse or insult people, or make threats.
- ✓ Provide factual details about the issue, including things like dates and names of people involved, and what resolution you are seeking.
- ✓ Keep an open mind and be aware that there may be different views and perspectives about a situation.
- ✓ Sometimes it can feel overwhelming to discuss issues you're concerned about in-person. You may prefer to write them in an email, or you are welcome to bring a support person or advocate when talking with staff – please just let us know before we meet.
- ✓ We can only follow up on issues that we're aware of. It's not helpful to air grievances to other parents or on social media. Instead, report your concern to staff directly so we can work with you to resolve it.
- ✓ You only need to email or speak with 1 staff member, who will follow up or refer it to the person who can help. Please don't raise the same issue with multiple staff.
- ✓ If you're concerned about another child's or parent's behaviour, report it to staff. It's not appropriate to approach children or their families to raise issues with them.
- ✓ For privacy reasons we can't give you any information about other children or families, but please feel reassured that we will follow up issues and take appropriate act

More information and support



- If you're not satisfied with how we've managed your concerns, you can contact the Department for Education's Customer Feedback team for help.
- They can assist you with advice about the issues you've raised and liaise with us on your behalf to ensure all resolution options have been explored.
- **Make a complaint online:** <https://schools-sa.my.site.com/CFU/s/>
- **Phone:** 1800 677 435 (free call)
- **Email:** education.complaints@sa.gov.au

See the grievance procedure on our website or the [Raising a complaint with the Department for Education](#) factsheet for more information about complaint processes.

Visit education.sa.gov.au/respectful-learning-environments for more information about expectations for safe and respectful behaviour in Department for Education learning environments.

