



Bundarra Primary School



Information Book

Be your best self!

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Welcome to Bundarra Primary School!

Staff, parents and school community welcome you to Bundarra Primary School. This booklet has been prepared to explain the procedures and processes of the school. We encourage and promote parental involvement in school activities, as parents you play an integral part in developing your child's academic future. We look forward to sharing the partnership of your child's education with you and your family; we strongly believe in 'Learning Today... For Life Tomorrow'.

Motto: *Be your best self!*

Purpose: Bundarra Primary School is focused on providing a rich, supportive and nurturing environment that enhances learning, personal growth and wellbeing for all students; creates a collaborative and stimulating culture that supports continuous learning for all staff, and informs and involves and embraces our community.

Values: The following values are seen as being central to the life of our school and how members of the school community should conduct themselves:

- Collaboration
- Inclusivity
- Integrity
- Kindness
- Positivity



About Bundarra

Bundarra Primary School boasts highly supportive and engaging classroom environments, which focus strongly on effectively structured 'Literacy and Numeracy' lessons and explicit teaching which is personalised to meet the individual needs of every student.

At Bundarra we truly understand the importance of building quality relationships between students, teachers, parents and the wider community. We pride ourselves on creating a safe and caring environment where Restorative Practices and our "You Can Do It" values program underpin and optimise the social, emotional and academic development of all of our students.

Our Community Liaison Officer and PSD/integration manager play pivotal roles in supporting students and families in need of extra assistance. Our Community Liaison officer facilitates anti-bullying, friendship, self-esteem and parenting support. She is also happy to make a time for a quick coffee and a chat! We look to restore relationships using restorative practices (meeting with students to discuss the problem, solutions). We are a "telling school" where we want students to feel comfortable to share their concerns. We deal promptly and professionally with all issues brought to our attention. Our PSD manager plays a pivotal part in our school to see that students with special needs within our school are supported, through special programs, Individual learning goals, Student support group meetings and transition through year levels.

We have an effective blend of youth and experience within our staff and they are extremely dedicated, enthusiastic and professional. Staff continually strive to provide the best educational programs, high level Literacy and Numeracy instruction is at the forefront daily practice. We have a professional learning culture at Bundarra, where staff attend regular professional learning, collaborate with each other and plan to cater for all students and their individual point of need. Team Leaders bring the latest curriculum knowledge and department initiatives into the school.

At Bundarra a comprehensive curriculum is provided which covers all areas of The Victorian Curriculum as set out by the Department of Education: English, Mathematics, Health and Physical Education, The Arts, Languages Other Than English, Humanities, Communication, Design Creativity & Technology, Civics and Citizenship, Interpersonal development and Personal learning.

We are involved and represented in a range of sporting competitions; Athletics and Cross Country carnivals, Winter Series Interschool Sport competitions, basketball and cricket clinics and carnivals. The school offers a range of lunchtime activities for students to be involved in such as an interactive art centre, library and gymnasium, which are open for students at different times. We offer an afterschool sporting program: Sporting Schools each week, where students receive a healthy snack and engage in skills and drills to learn different sports.

At Bundarra we provide:

- Personalised learning at the point of need of students.
- Engaging, real life learning opportunities through our curriculum.
- Outstanding Literacy and Numeracy programs.
- Highly supportive and stimulating classroom environments.
- Strong focus on effectively structured 'Literacy and Numeracy' lessons and explicit teaching.
- Whole school independent reading structures.
- Whole school buddy reading program.
- Individual learning plans to cater for all student's needs.
- Learning support intervention programs including MiniLit, Fountas and Pinnell language support and QuickSmart numeracy.
- Huge gymnasium with a full sized basketball court.
- Sporting Schools afterschool program.
- P.E, Art, Music, Computers and STEM specialist classes.
- Well-resourced and supported school Library.
- Student Leaders Program.
- Lunchtime activities: Art, Library, gymnasium and sports activities
- Located within walking distance of city, Fawthrop Lagoon, Yarraman and Nelson Parks.
- Restorative Practices School.
- 'You Can Do It' social wellbeing program.
- Berry Street Education Model immersion across the school.
- Full time Well Being and Community Liaison co-ordinators.
- Wonder Room- Developmental Curriculum playspace.
- Grade 5 & 6 Netbook Program with 1:1 technology.
- School Choir.
- Extensive camp policy and program (Foundation excursion, Gr 1-2 sleepover, grade 3, 4, 5 and 6 camps).
- Interactive whiteboards or Smart TV's in all classrooms.
- iPad technology across all classrooms.
- Cultural performances held regularly.
- Annual School Concert & Artist In Residence Program.
- Daily healthy breakfast program.
- Active Student Representative Council (SRC)



Absences

Classroom teachers have a legal obligation to maintain accurate attendance record. A written or verbal explanation for all absences of your child/children must be given to the school office or Principal by the parent. Alternatively you can use the skoolbag app to report absences. <https://console.skoolbag.com.au/login.php>

Assembly

Every Tuesday afternoon at 2:15 we have a full school assembly. Children sing both verses of the National Anthem and perform a school rap. Student birthdays are presented along with special acknowledgements, Super Students and other school awards. Parents and friends are always invited along to join in with our assemblies.

Assessment and Reporting

Teachers and education support staff are constantly assessing, planning, teaching, providing feedback, tweaking and re-assessing student learning in a cyclic manner. We have detailed policy and schedules to guide this process. Assessments inform teaching and learning practice and provide information to parents on student achievement. Assessments may include; pre & post tests before Numeracy units, Cross checks during units of work and must be part of assessment documentation, Guided Reading levels and skill acquisition checklists. Teams within the school consistently analyse student learning data to gauge learning success and the feasibility of current student support structures.

Reporting

- Assessment days are a great opportunity to meet with your child's teacher and share extra information.
- The Welcome BBQ at the start of the year is a chance for you to learn more about our curriculum and programs.
- Student Led Conferences at the end of Term 2 provide an opportunity for students to showcase their academic achievements and share their goals with parents.
- Written reports on student progress against the Victorian Curriculum are given at the end of Semester 1 and 2.

Remember, if you have any concerns, or would like to see your child's teacher about your child's progress or wellbeing, you are most welcome to contact the office and make an appointment.

Asthma Policy

We are an asthma friendly school - we need to know if your child is an asthmatic. Students diagnosed with Asthma are required to provide a completed Asthma Plan to the school. Medications need to be provided for daily school use, with clear labels on ventolins, spacers and other equipment.

Attendance

We at Bundarra Primary School place high importance on consistent attendance. Student academic performance and development is our number one priority, it is important that students attend school regularly and are on time. Research shows a direct link between school attendance and achievement. Regular attendance at school also encourages: motivation, persistence, resilience, social skills and coping strategies.

0 – 12 days This attendance rate is within an acceptable range.

13 – 20 days This attendance rate is below average and if this continues between prep and year 10 it is equal to one year of missed schooling.

21 – 40 days This is a poor attendance rate and if this continues between prep and year 10 it is equal to two years of missed schooling.

40 days plus

This attendance rate is of extreme concern.

Berry Street Education Model

This model details five domains and is designed to develop an increased ability to reinforce and sustain cognitive and behavioral change amongst students, re-engaging them in learning and progressing academic achievement.

- **BODY:** Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response, de-escalation in school and classroom contexts, and mindfulness opportunities throughout the school day
- **RELATIONSHIP:** Increasing relational capacities in staff and students through attachment and attunement principles with specific relationship strategies with difficult to engage young people
- **STAMINA:** Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset
- **ENGAGEMENT:** Employing engagement strategies that build willingness in struggling students
- **CHARACTER:** Harnessing a values and a character strengths approach to enable successful student self-knowledge which leads to empowered future pathways
<https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>

Bike and Scooter Safety

School Council passed a motion early in 1988 that children under 9 are not to ride their bikes or scooters to school, unless accompanied by an adult. The School Council feels very strongly about this matter and asks parents for their fullest co-operation. When riding or using scooters, skateboards and rollerblades to and from school, students **must** wear a fully approved Government helmet.

Our school has a bike shed that is locked during the day to provide a safe storage place for students' bicycles and scooters. Students are to walk their bikes, scooters and other wheeled objects while on school grounds.

Bus travel

Three buses service Bundarra Primary School. A country bus (shuttle bus) operates between Bundarra and the Secondary College. To be eligible for free travel on the country bus you must attend your closest government Primary School. If you choose to send your child to a school other than your closest Primary School termly bus fees of \$120 apply.

A public town bus operates morning and afternoon for \$1.20 per person each way. The class teachers mark a daily bus roll. All bus travellers line up at 3:20pm in their bus lines after an announcement and are supervised until buses arrive.

Camps, Sports and Excursion Fund (CSEF)

The departmental Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like:

- school camps or trips
- swimming and school-organised sport programs

- outdoor education programs
- excursions and incursions.

From 2020, the Victorian Government is investing an additional \$160.9 million for the Camps, Sports and Excursions Fund over the next four years. This funding will help ensure more than 220,000 government and non-government students from lower-income families are able to participate in camps, sports and excursions each year.

Who can apply?

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. A Special Consideration category also exists. Schools can receive applications from families over term one and two. Families can list more than one student in the one application form if they are attending the same school.

More information can be obtained from the administration office or:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>

Code of Conduct

Bundarra Primary School has an explicit Student Code of Conduct. This policy rewards and encourages consistent good behaviour through class Super Student awards, Star Students, raffle tickets and general classroom award strategies. Classroom and playground rules are clearly defined in positive terms and understood by all children, parents and staff. Classroom rules are developed co-operatively at the beginning of each school year, so that students can take ownership for class expectations. Bundarra Primary School has a full time Well Being Co-ordinator to deal with any student wellbeing issues, provide anger management strategies, parental support and to resolve any student issues. Individual behaviour support plans are formulated for any students with behavioural or special needs. Our first point of call in handling student misbehaviour is resolving incidents through Restorative Practices. For more detail on school discipline and wellbeing procedures see our code of conduct form distributed on enrolment.

Communication

At Bundarra we pride ourselves on being approachable. The best time to talk to staff is either before or after school (if it is a quick chat) otherwise more lengthy meetings with teachers need an appointment. Teachers should be the first point of contact as far as communication goes regarding your children and any ongoing and persistent issues can be discussed through a scheduled meeting with Mrs Tara Hulonce.

Curriculum- Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English Health and Physical Education The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	Critical and Creative Thinking Ethical Intercultural Personal and Social

The school operates excellent specialist programs in physical education, art, performing arts, music, computers, STEM, Integration and Literacy and Numeracy Intervention. These programs are supported by our specialist staff.

Learning in English (Reading, Writing, Speaking and Listening) and Mathematics takes the highest priority with these areas receiving substantial resources. We have an agreed, explicit Reading Instructional model focusing on individual student level and points of need. We believe in hands on, practical numeracy activities based at the point of need in conjunction with explicit instruction of the four processes.

Regular ongoing evaluation and assessment of student progress is carried out and parents kept fully informed. Parent/teacher nights, Student Led Conferences and semester reports are part of this process. Parents are encouraged to regularly discuss their child's progress with teaching staff.

For more information please see: <http://victoriancurriculum.vcaa.vic.edu.au/>

Drop off and collection of students

Students can be dropped off in the front car park and collected at the same designated, signposted spot. We ask that parents "do a lap" if their child is not waiting for collection, so as to keep traffic flow moving in a safe manner. Normal speed limits apply.

Emergency Contacts

It is essential that your child's details are correct and updated as required. Please notify the office of any changes of address, telephone number, email, family arrangements or medical practitioner. We need to be able to contact you in case of an emergency. It is your responsibility to advise the school in writing of any changes. Thanks.



It is essential that your contact details are kept up to date at the office.
If you move or change phone numbers please advise the office in writing.



Enrolment Requirements

Students may enrol and attend school if they are five years old on or before 30th April that year. A child **must**, by law, attend school at the age of six (6). All enrolment forms need to be filled out before your child can attend Bundarra Primary School, we also require a copy of your child's Immunisation records and Birth Certificate.

All schools in the Portland and District area encourage students to go to their local school. Your local school can be found at <https://www.findmyschool.vic.gov.au>

Excursion Permission forms

On enrolment, parents will be asked to sign an orange consent form to cover all LOCAL excursions. i.e. a walk down the street or a walk to the local library.

For any other major excursion or events, parents will be asked to sign a separate indemnity/consent note. We ask that these notes be returned promptly to the school office, students need forms signed to attend special excursions.

Facebook/ Social media

Bundarra has a facebook page, please follow us for current news and events!

<https://www.facebook.com/bundarraportland/>

First Day Preparations

The first weeks' of school life are both exciting and tiring, with so much new information to process and routines to learn. With this in mind, all foundation children attend school on Monday, Tuesday, Thursday, Friday and have a **rest day at home on Wednesdays until the end of February**. Teachers may also be completing assessments on these days, so could require your child to attend for an assessment. Your child's teacher will advise you on the exact dates, times and information regarding this important process.

Parents are requested to collect children from the classroom for the first few weeks. This arrangement is flexible and alternatives will be discussed with parents after the first week of school where both parents are employed.

Ensure that your child is at school before 9am; this maximises learning opportunities and they don't feel rushed or uncomfortable arriving late. Be sure that your child understands the arrangements for travelling to and from school.

If you accompany your child to their classroom, stop at the door and cheerfully wave goodbye. Show by your actions and words that you know school is a safe and happy place.

Please make sure that your child is toilet trained and can cope with personal clothing. Also ensure that your child has a full change of clothes in their school bag, in case of any unforeseen accidents! It is essential to label everything clearly; make sure your child can recognise their own name.

We are a healthy foods school; therefore your child is required to have only water in their drink bottles, healthy snacks and lunch. We do not heat foods for students at school.

During November we run a Transition Program for foundation students commencing the following year. This is also open to families who have not decided on a school. This is a chance for your child to experience school routine and meet staff making them feel more comfortable for their first day of school next year.

All future Bundarra Foundation students receive a pack containing all the required information you and your child needs to start your schooling life at Bundarra Primary School.

Foundation “Wonder Room”

At Bundarra Primary School one of our aims is develop confident, creative, independent and self-directed thinkers and learners. We believe that each child is highly competent, capable and resourceful and that not all children learn the same thing in the same way, at the same time and at the same rate. We provide opportunities for children to become engaged in rich and varied learning experiences that respect and suit their stage of development and promote the growth of the whole child, emotional, social, language, cognitive, spiritual and physical. Children make connections and develop deep understandings in meaningful contexts that are of interest to them. They have a sense of belonging and strong motivation to participate. The Foundation “Wonder Room” provides the space and supportive environment for the development of these crucial skills.

While we teach and learn according to the Victorian Curriculum, we have also elements of the Developmental Curriculum approaches used in Foundation- Grade 1. The Australian Developmental Curriculum is based on rigorous research and theory; and this specific curriculum design is unique to Australia whilst utilising many teaching and learning strategies from schools across the world in relation to student engagement and child development theory. Investigation time takes place flexibly interspersed throughout the more formal literacy and numeracy sessions.

The “Wonder Room” set up is similar to “Investigations”, adapted from the 10 Learning environments in Developmental Curriculum:

- **Dramatic Play**– Home corner, puppets, shopping centre etc.
- **Dress Ups** – enhance dramatic play
- **Sensory** – sand, water, play dough
- **Blocks** – construction
- **Collage** – cut, paste, carpentry
- **Easels** – drawing, painting
- **Reading Area** – books of interest, magazines, newspapers, atlases
- **Writing Table** – various writing tools, computers etc.
- **Science** – various science experiments
- **Interest tables**- variety of different activities to support current interests

All these activities are interest based, authentic and enable children to develop many literacy, numeracy, oral language and social skills. Children self-select their learning. During this time the teacher works with 3 focus children, makes observations and further

extends children's skills. The children reflect on their learning during reflection time and the teacher uses opportunities arising during investigations as catalysts for further learning and for making connections during explicit literacy and numeracy times.

Hats

We are a Sun Smart School; Bundarra hats are compulsory during terms 1 and terms 4. All students are issued a Bundarra Primary School bucket hat when they start at Bundarra, if your child loses their hat or requires a new one they are available for purchase at the office for \$10.

Head Lice

Wherever children play and mix together freely, head lice are easily spread. Head lice are common in all day care centres, pre-schools and schools - they are not a reflection on home cleanliness. On enrolment you will be asked to fill out an orange form giving permission for our trained staff to check your child's hair. If live lice are found we will contact you. Once your child's hair has been treated they are able to return to school. Parents are asked to regularly check their children's hair and inform the school if lice are found. More information can be found at:

<https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

History

Bundarra Primary School is located in the City of Portland; the school was established in 1982 to provide for the increased enrolment associated with the establishment of the Portland Aluminium Smelter.

The current school enrolment is 145. The school has 8 classes; consisting of two Foundation/Grade 1 classes, two grade 2/3 composites, two grade 3/4 composites, and three grade 5/6 composite classes.

The computer lab was established in 1997 and still plays a significant role in the ICT program with all students and staff developing word processing and information technology skills. Computers are up-dated every three years. Each classroom also has access to computers connected to a whole school network. The construction of new school buildings commenced in 2002 and opened on 14th November 2003. In 2011, the Building Education Revolution allowed us to build a wonderful gymnasium.

Bundarra Primary School has an extensive array of supports for students with additional needs. Support includes a fulltime Well Being co-ordinator and Community Liaison Officer who work with students and families. We also have an integration manager who works with our ES team to successfully support students with special needs through programs, transition, Support meetings etc. We offer a range of intervention programs to support students such as Fountas and Pinnell. We implement Language Support Programs (MiniLit and MaqLit) where students receive regular Literacy intervention in small groups to support their Literacy needs. In addition, we use JEMM and EMM maths programs and staff QuickSmart (Numeracy Intervention) to support mathematics development in the upper years. Our staff effectively collaborate through their Professional Learning Team planning meetings to cater for all students' point of need with their learning and we develop Individual Learning Plans to support students with personalised learning goals. Team Leaders support teams to analyse student learning data, implement effective teaching strategies and to facilitate timely intervention and support in Literacy and Numeracy.

In 2019, Bundarra began the Berry Street Education Model with staff training and implementation across the whole school. Alongside this, the 'You Can Do It' program is fully implemented into school life from Foundation to year 6, explicitly supporting school values. The school has an annual school concert as part of an Artist in Residence program. With every student performing on stage, this production provides a vehicle for teaching many valuable skills.

We have a very supportive Parents and Friends group and an active School Council. Parents work as volunteers to maintain the school environment, organise fundraising and social activities, and help us provide quality education opportunities. Parents are in the school daily, helping in the classroom, the library, at sporting events or on camps and excursions. We couldn't do all the things we do without parental support. We look forward to you joining us.

Information and Digital technology

Bundarra offers outstanding digital technology, facilities and programs for all students.

- Specialist Computer/ technology teacher.
- Computer room with 30 networked computers (regularly updated).
- All classroom computers networked to central file server.
- Variety of "Coding" devices, robotics, spheros, lego technics etc.
- Student access to scanner, colour printers digital camera and internet.
- Wide range of computer programs that target students' learning needs.
- Overhead projector for initial class demonstrations.
- A computer usage policy, which clearly defines the expectations and procedures of school computers and the internet. This green policy form is to be signed on student enrolment.
- Interactive Whiteboards or smart TV's in every classroom.
- Mobile media units.
- Grade 5 Netbook Program with 1:1 technology.
- Bank of iPads in all teams.
- School Netbook Trolley.

Languages Other Than English (LOTE)

Our chosen Language other than English is Dhauwurd Wurrung- local Gunditjmara language. LOTE will be taught by classroom teachers supported by the LOTE Coordinator. It will be reported on through the Victorian Curriculum. See this site for details: <https://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims> This is a new development to better support our indigenous community and work that pre-schools are doing. A team of Principals are developing these Units to be approved by the Traditional Owners prior to Term 1, 2021.

Lost Property

All items of clothing should be *clearly named*. Lost property can be claimed in the entrance hallway. Unclaimed items are donated to charity at the end of each term.

Mobile phones

Bundarra Primary School, as per Department of Education Initiative, will be implementing a ban on all mobile phones at school from Friday 31st January 2020. It is advised that all students leave their mobile phones at home. If students feel they need their phones with them at school they must leave it at the front office for the entire day (including recess &

lunch).

Any student found with a mobile phone during school hours will have it taken off them. It will be stored at the office until the end of the day when a Parent must collect it on their behalf. We thank all parents & students for their support in this matter.

Newsletter

School newsletters go out digitally every Thursday. News items and requests are communicated in the newsletter. Newsletters can be viewed via email, website or the skoolbag app. It is important to read the newsletter as it contains current information about everything going on at the school, future events and items of interest.

Parent Contributions

Parent Contributions annually approved by School Council are as follows:

Essential learning items	\$150
Excursions	\$10
Cultural performances / artist in residence	\$40
Swimming	\$96
Total:	\$296

Grade 5 students can elect to be part of the Netbook program, with a netbook to be purchased through the school at a cost of approx. \$540. This device then becomes the property of the student/ family.

Payments of these contributions are to be made to the school office by end of Term 1. If you are the holder of a health care card or pension card you may be eligible for government assistance (Camps Sports & Excursions Fund) see the office for more details.

Policies

Our school has a number of policies that have been approved by School Council and govern the way our school operates. The policies cover a range of topics from attendance and curriculum, through to reporting, complaints, medical concerns and staff conditions. From 2016 School Council has followed a schedule to review all policies on a three year or annual cycle. All current policies are made available to staff as soon as possible. Parents are welcome to access policy documents from administration.

Program for Students with Disabilities (PSD)

Bundarra offers an excellent integration support program for students with Special Needs. We have experienced and caring Integration aids working alongside teaching staff to assist these students. All PSD students will have an Individual Learning Plan with regular goals being set at support group meetings.

We follow a comprehensive process and use a variety of means to determine student needs, from parent information and pre-school teacher reports, through to observations, specialist assistance and formal assessments. The Department of Education and Training (DET) has an extensive student support program to support individual students, parents and staff. Sometimes funding is available to assist individual students through the departmental Program for Students with Disabilities (PSD).

We encourage parents to see staff at the earliest possible time to discuss any concerns you may have. Teaching staff will also communicate any concerns with parents in a timely manner.

Prohibited Items

The following items are not permitted at Bundarra Primary School.

- Very brief or outlandish clothing.
- Heavy platform shoes, crocs, high heels, thongs and open toed shoes.
- Jewellery- *except for light neck chains, watches, studs or sleepers*
- Chewing gum.
- Chemicals or medical preparations, (Unless specifically prescribed by a doctor. (All medications are stored in the office and administered by staff)
- Guns, knives any type of weapon, (Real, toy or replica).
- Matches, cigarettes, lighters, glass bottles.
- Make Up, tattoos, nail polish, hair chalk.
- Mobile phones- in line with DET statewide policy.
- It is against the law to smoke on any School grounds; this includes car parks and **all** school events.



Resilience, Rights and Respectful Relationships

Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. This is part of the curriculum at Bundarra.

School Council

School councillors are elected to a term of office for two years. Elections take place in March of each year when half of the Council representation is elected. They have the chief responsibility for the administration of the school and its policies. The Council consists of 8 elected parents, 3 Department of School Education members, Principal and 3 co-opted non Department of School Education members.

These members work on various sub committees such as Education, Environment and Finance. A representative from our Parents & Friends group attends school council regularly.

The Councillors are there for you to share with them your ideas about our school, its development, its future, its resources and the school policies. An updated list of School Councillors is published each year immediately after the annual elections and recorded in the school directory. The School Council extends the opportunity for wider participation by parents through various sub-committees. Parents and Guardians are very much encouraged to join any committee that interests them.

The Annual General Meeting is held in March each year. The School Council and Principal's Report are presented along with financial statements of the preceding year and proposed budget for the current year. Parents have the opportunity to voice their opinions on school matters and question the past or proposed activities. All Parents and caregivers are welcome to attend.

School Crossings

The school crossings are manned every morning and afternoon. Students are to walk their bikes and scooters across the crossings, walk and act in a safe and responsible manner. Foundation students are taught to use the crossing correctly early in their first term at school. We ask that parents assist with walking younger students to school.

School Shoes

Due to health and safety regulations, it is advisable that children, who cannot tie their shoelaces, wear Velcro or pull-on shoes. Students are allowed to wear runners or black school shoes. Shoes are to be worn at all times while outside. Thongs, opened toe shoes or bare feet are not permitted.

School Strategic Plan

All state schools operate under a school strategic plan; this is available on request from the principal. Strategic Plans are used to set long term direction, and this is accompanied by Annual Implementation Plans which are reviewed and renewed annually. In 2019 we developed a new School Strategic Plan and in 2020 will develop goals from this for our AIP. The 2019- 2023 School Strategic Plan details the following:

Goal 1- To maximise student learning growth in literacy and numeracy

Targets-

1.1 To increase the percentage of students meeting or above NAPLAN Benchmark growth over a three-year average in numeracy from 78% (2019) to 85% (2023)

1.2 To increase the percentage of students in the top two NAPLAN bands over a three-year average for reading:

- Year 5 from 29% (2019) to 40% (2023)
- Year 3 from 37% (2019) to 45% (2023)
- Year 5 numeracy from 26% (2019) to 40% (2023) and use of current data to track and monitor progress annually.

1.3 To reduce the percentage of students in the bottom two NAPLAN bands in Year 3 numeracy over a three-year average from 33% (2019) to 20% (2023)

1.4 To improve the following on the School Staff Survey over a three year average by 2023:

- Academic emphasis from 58% (2019) to 80% (2023)
- Guaranteed and Viable Curriculum from 82% (2019) to 90% (2023)
- Collective efficacy from 58% (2019) to 85% (2023)

Key Improvement Strategies (KIS)-

1a Build collective capacity to differentiate teaching to enable challenge and progress for every student. (BPE)

1b Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students. (CPA)

1c Strengthen collective leadership to support a culture of empowerment, shared responsibility and opportunity for all. (BLT)

Goal 2- To empower student engagement in learning

Targets-

2.1 By 2023, increase the positive endorsement for the Attitudes to School Survey over a three year average in the following factors:

- Self-regulation and goal setting from 83% (2019) to 90% (2023)
- Student voice and agency from 58% (2019) to 85% (2023)

- Motivation and interest from 72% (2019) to 85% (2023)
- Learning confidence from 69% (2019) to 85% (2023)

2.2 By 2023, improve the following teaching and learning components over a three year average on the School Staff Survey:

- Promote student ownership of learning goals from 80% (2019) to 90% (2023)
- Use High Impact Teaching Strategies from 83% (2019) to 90% (2023)

Key Improvement Strategies (KIS)-

2a Develop teacher and students' capacity to collaborate, negotiate and contribute to shared learning experiences. (ESBSP)

2b Enable a consistent instructional model to enable students to be reflective, questioning, self-monitoring and motivated learners. (IESA)

2c Co-create a stimulating environment where students are active learners who connect with their community. (IESA)

Goal 3- To enhance student wellbeing

Targets-

3.1 By 2023 increase positive endorsements for the Attitudes to School Survey over a three year average in the following factors:

- Sense of connectedness from 71% (2019) to 90% (2023)
- Resilience from 69% (2019) to 85% (2023)
- Motivation and Interest from 72% (2019) to 85% (2023)

3.2 By 2023 increase the positive endorsement in the Parent Opinion Survey for *general satisfaction* with the school overall over a three year average from 84% (2019) to 90% (2023).

Key Improvement Strategies (KIS)-

3a Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships. (HWB)

3b Strengthen strategies and programs that build partnerships between staff, students and parents that support students learning and wellbeing (BC)

3c Create opportunities to build student sense of belonging (HWB)

School Times

Children are not to arrive at school *before 8:30am* unless prior arrangement has been made with the school. School times are as follows:

9am -11am	Bell / Work Session
11am –11:30am	Morning Recess
11:30am -1:30pm	Work Session
1:30pm -1:40pm	Lunch
1:40pm -2:15pm	Lunch Recess
2:15pm -3:15pm	Work Session
3:15pm	Dismissal

Sick or Injured Children

If your child becomes sick or is injured at school, we follow this procedure:

1. See to the well being of the child. If in the Principal or First Aid Trained Staff's opinion this involves urgent medical attention, this will be obtained.
2. We immediately make every effort to contact you to inform you of the sickness/injury and the action we have taken.
3. If your child becomes sick at school, we will contact you so you can come and collect your child.

4. Parents of any child suffering an injury to the head will be notified.

If your child has contracted an infectious illness we ask that you contact the school.
Remember home is the place for a sick child!

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts

(Public Health and Wellbeing Regulations 2009)

Statutory Rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:

- (a) specified in column 2 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the Table in Schedule 7; or
- (b) specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the Table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs are marked in the table with an asterisk (*). Contact the Department on 1300 651 160 for further advice about exclusion and these diseases.)

Schedule 7 — Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immunodeficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria — other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Unit on 1300 651 160 or visit the www.health.vic.gov.au/ideas.

Student Banking Program

We provide a student-banking program through the Commonwealth Bank. Students not only learn about the value of money and saving they are rewarded for their efforts each week. Bankbooks and money are brought to the office Monday mornings. Student banking packs are available from the office, come and see Mrs Carr or Mrs Spencer for more information.

School App

We have a free skoolbag app available for download from iTunes and Google Play Store search for 'Bundarra'. <https://console.skoolbag.com.au/login.php>

Specialist Curriculum Programs

In 2021 the following programs will provide specialist classes for all students:

- ICT/STEM- Lindelle Wombwell - 1 x 60 min session per week
- PE – Tye O'Connell – 1 x 60 min session per week

- Music/ Art – Caitlin Down – 1 x 60 min session per week.

Sports and healthy bodies programs

Bundarra encourages student participation in a range of sporting events, from school and district Athletics, Cross Country, Swimming, Tennis, Golf etc. Winter series sports events promote healthy activity during the cooler months, with a range of sports to choose from. Community events, such as the 3 Bay Marathon is supported. Netball and Football Clinics are promoted and "Tackers" sailing program opportunity provided. Weekly specialist PE and class PE/ health sessions promote physical activity and the benefits of healthy eating.

SRC

Miss Mee is leading the Student Representative Council. Each year, students in Grade 5/6 are invited to be part of this group. They are required to write submissions with strengths and ideas they bring to the SRC. Each Tuesday following assembly the SRC will meet in the kitchen with Miss Mee. The various groups, Activities, Fundraising and Environment will go through a rotation system for these meetings. Minutes are kept of these meetings in three books, which are labelled and found in the kitchen.

Student Leaders 2021

We grow and encourage leadership opportunities within Bundarra, nurturing those who would like the added challenges as part of their primary school years. Each year students present leadership speeches and a vote is conducted throughout the school body, with students from Grade 3-6 asked to choose their student leadership team. Various leadership opportunities are undertaken by these students, including school tours, assembly presentations, community events, parades and an annual student leadership conference. The following are current student leaders:

School Captains – Maggie Barbary and Xavier Sherwell
Vice Captains – Matilda Andrews and Quinn Elijah

Fawthrop house captains – Jayla Ryan and Todd Leonard
Flinders house captains – Evelyn Kruis and Will Shelton
Grant house captains – Amelia Hulonce and Jack Lipscombe
Saunders house captains – Zahra Nancarrow and Bodhi Duncan

Student Support Groups (SSGs)

Student Support Groups (SSGs) are a partnership in the educational planning process between all relevant people in a student's life. A SSG is mandatory for all students in the Program for Students with Disabilities (PSD) and all students who are in Out-of-Home Care. The focus of the SSG is on educational planning for the student and for monitoring the student's progress.

It is the responsibility of the teacher/principal to set up and run the SSG. A SSG consists of all relevant parties involved with the care and education of the student. This may include a parent/carer/advocate, the teacher or teachers with responsibility for the student, the principal or nominee, DHHS case managers or agency case managers and the student (if appropriate). In some instances it is beneficial to have mental health practitioners or pediatricians provide input or attend the meetings.

Aims of the Student Support Group are to:

- ensure those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

Super Student Awards

This weekly award is given to exceptional students in each class once every term. Students chosen will have their photograph in the newsletter and be presented with a certificate at the weekly assembly. It's a pretty special way we celebrate student achievement.

Swimming program

We swim at the YMCA each year. Swimming times are set weekly for a term. Staff are responsible for the orderly and safe arrival and departure from the pool, supervision while changing and assisting pool staff with wellbeing support during lessons. Please complete permission forms for this important opportunity. Swimming costs are distributed to families as soon as the budget is confirmed.

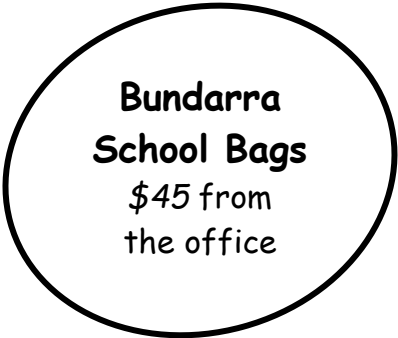
- Seniors - Term 1 Thursdays 11am-2pm.
- Middle - Term 3 Wednesdays 10am-1pm.
- Junior - Term 3 Thursdays 11am-2pm.

Uniform Policy

Bundarra has a compulsory school uniform. This is available from Squidlydids, Scan-a-Logo or department stores such as Target. The School Council has adopted black and red as the identity of Bundarra Primary School. Families are expected to support this uniform policy. The School believes the uniform helps to instil a sense of pride and belonging in the school. Pride in their appearance promotes pride in their school and pride in their school helps create a positive learning culture.

Girls Uniform

- Red and White checked dresses
- Red windcheater/jumper
- Red Polo Shirt
- Red Skivvy
- Black tracksuit bottom/ trousers / slacks / leggings
- Black Shorts
- Black netball skirt



**Bundarra
School Bags**
\$45 from
the office

Boys Uniform

- Red Polo Shirt
- Red windcheater/jumper
- Red Skivvy
- Black tracksuit bottom - black trousers or shorts

Website

Please check out the school website at www.bundarraps.vic.gov.au. The school website is a great way for parents to see what is happening at the school, check out photos, reports, policies, procedures and newsletters etc.



Bundarra Primary School

Be your best self

