



# BUNINYONG CAMPUS PARENT HANDBOOK 2025



## Contact Details

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**Principal:** Bernie Conlan

**Assistant Principals:** Nicole Phillips & Narelle Sullivan

**Scotsburn Campus Head:** Jarrod Morgan

**School Council President:** Graeme Benn

## INTRODUCTION

In 2025 there will be 22 classes operating at our Buninyong Campus and 2 classes operating at our Scotsburn Campus. Given we have a large number of classes, a range of programs operating and a number of staff to get to know, it can pose quite a challenge to get a handle on how everything works.

This Parent Handbook is designed to help put you in the picture. You won't find answers to all of your questions here, but your child's teacher, the office staff and Bernie (Principal), Narelle (Assistant Principal Student Wellbeing) or Nicole (Assistant Principal Teaching & Learning) will be more than happy to help you out at any stage.

### **The Nature of Being a Multi-Campus School**

Buninyong Primary School is very lucky to have a second campus at Scotsburn and sometimes parents can wonder where Scotsburn sits in this arrangement.

Scotsburn is very much part of Buninyong PS, as demonstrated by:

- Both campuses exist within the one governance structure, including a School Council, Principal and suite of policies and procedures.
- A single philosophy and vision statement along with a Strategic Plan guide the direction of our school as one entity.
- The approach to teaching and learning is the same at both campuses, all led by Nicole Phillips, our Teaching and Learning Assistant Principal.
- The expectations of students and approaches to safeguarding the wellbeing of students are the same at both campuses, all led by Narelle Sullivan (Student Wellbeing Assistant Principal) along with Jarrod Rodgers (Disability & Inclusion Leader) and Will Georgiou (Mental Health & Wellbeing Leader).
- Students at both campuses have the same opportunities to be involved in extra-curricular activities (e.g. sporting teams, school concert, school fete, debating, camps, etc)
- We are funded as one school and manage resources to provide the best possible opportunities for all students. Unlike similar small schools, Scotsburn has access to all of the resources, programs, events, and expertise that come with being part of Buninyong PS.
- Our staff are not permanently aligned with one campus. Our staff are all part of the one team, and many will work at both campuses over time.
- The uniform being the same at both campuses.

It is the parents that choose the campus that is right for their child. So how do you decide and what are the differences between the campuses? Scotsburn delivers a slightly different experience by virtue of its size.

This pans out in the following ways:

- At Scotsburn the classes are multi-age, with 3 or 4 year levels in the same room. As a result, children at Scotsburn tend not to identify as closely with a year level and mix with a broader age range of peers.
- The smaller campus allows for a more community-based schooling experience. Some families are keen to be part of a close-knit school community.
- Naturally, the Scotsburn Campus is a quieter environment, which suits some children.

It's not unusual for a family to have a child or children at both campuses, which is a product of parents realising their children are different, with one being suited to one campus more than the other.

If you are unsure of which campus is best for your child/ren, make sure you take a tour of both and speak with Jarrod (Campus Leader at Scotsburn) and/or Bernie.

To see a sneak peak of life at Scotsburn- watch our virtual tour - [Scotsburn Virtual Tour](#)

## STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Buninyong Primary School is committed to providing a safe, supportive, and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Buninyong Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

### VISION

Buninyong Primary School's vision is *to empower students to reach their personal best.*

### MISSION

Buninyong Primary School's mission is *to provide students with the best possible foundation in life through a well-rounded education.*

### OBJECTIVE

Buninyong Primary School's objective is *to ensure all students leave our school with a practical understanding of the curriculum.*

### VALUES

Buninyong Primary School's values are Respectful, Responsible and Kind.

*We model and demonstrate:*

- **Respectful** – We value ourselves, others, and our environment.
- **Responsible** – We take ownership of our actions and make wise choices. We know how to be safe and take care of things.
- **Kind** – We look after and look out for everyone. We are inclusive of all.

## DAILY ROUTINE

- 9.00am** - Bell rings & Classes commence
- 10.00am** - Brain Break – small piece of fruit or veg / drink
- 11.00am** - Students eat morning tea inside
- 11.05am** - Recess Break – students go outside
- 11.30am** - Classes recommence
- 1.00pm** - Students eat lunch inside
- 1.10pm** - Lunch Break – students go outside
- 2.00pm** - Classes recommence
- 3.30pm** - Students are dismissed

**Note:** Prep students don't attend on Wednesdays initially. Their first full week of school will be March 3 to March 7

<b>TERM DATES 2025</b>		<b>PUBLIC HOLIDAYS 2025</b>
<b>Term 1</b>	Term Starts: 30 January Term Ends: 4 April	
<b>Term 2</b>	Term Starts: 22 April Terms Ends: 4 July	
<b>Term 3</b>	Term Starts: 21 July Term Ends: 19 September	
<b>Term 4</b>	Term Starts: 6 October Term Ends: 19 December	

- Labour Day**      10 March
- Easter Monday**    21 April
- ANZAC Day**        25 April
- King's Birthday**    9 June
- Melbourne Cup**    4 November

## 2025 CLASS STRUCTURE & STAFF

The following table outlines our class structure for 2025, along with other programs and roles and the staff that undertake those roles.

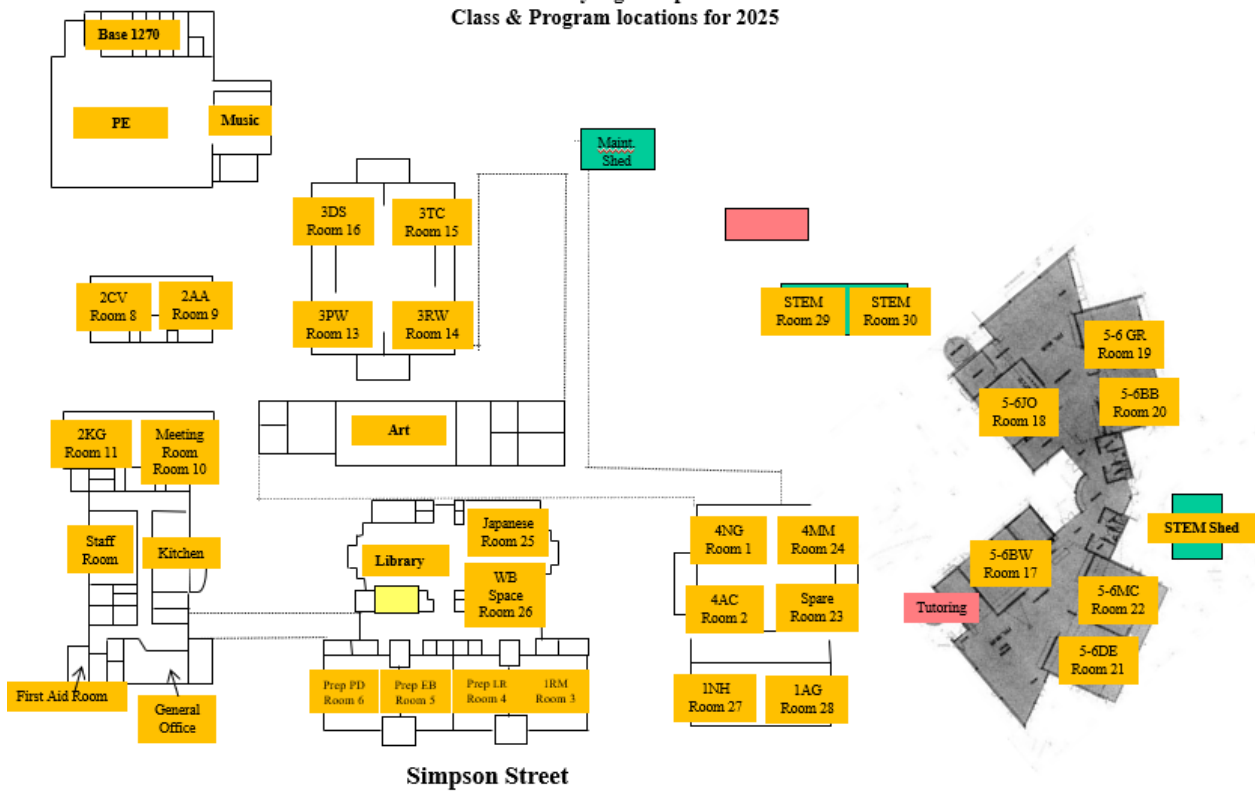
<b>Buninyong Campus</b>		
<b>Year Level</b>	<b>Number of Classes</b>	<b>Teachers</b>
Prep	X3	Lauren Riordon, Ela Bourke-Finn (sharing with Sarah Tuddenham) & Paula Dekok
Grade 1	X3	Abra Gould, Nicole Healy, (sharing with Jordon Smith) & Renee McCormack
Grade 2	X3	Ana Anderson (sharing with Jess Donald), Kelly Geddes & Celeste Vermeend
Grade 3	X4	Daniel Spalding (sharing with Belinda Hargreaves), Tarryn Connor, Paul Wilson & Bec Wood
Grade 4	X3	Abby Cummins, Nick Gonzalez & Mark Muldoon
Grade 5/6	X6	John Oellering, Georgina Richardson, Barb Brokenshire, Maggie Cooper, Dani Eddy & Bryan White
<b>Scotsburn Campus</b>		
<b>Year Level</b>	<b>Number of Classes</b>	<b>Teachers</b>
Junior Class	1	Chelsea Connor (sharing with Beth Murphy)
Senior Class	1	Jarrold Morgan (sharing with Liz Morgan)
Scotsburn Specialist		Liz Morgan & Rachel Middlin
<b>Other Roles &amp; Staff</b>		
Principals	Bernie Conlan - Principal Nicole Phillips - Assistant Principal (Teaching & Learning) Narelle Sullivan (Assistant Principal (Wellbeing))	

Specialist Staff Buninyong Campus	Music – Steve Skilbeck Art – Michelle Noyce & Liz Morgan PE – Claire Morris Japanese – Leah Cray STEM – Rachel Middlin & Jordon Smith
Disability Inclusion Leader	Jarrold Rodgers
Mental Health & Wellbeing Coordinator	Will Georgiou
Tutoring	Kate Miller
Office Staff	Chris Delaney, Janine Fowler, Cindy Connor, Christine White
Librarian	Kim Dargaville
Canteen	Tracey Coats & Rachel Jew
Teacher Aides	Gaye Murphy, Kim Dargaville, Georgie Reynolds, Claire Brisbane, Sharon Shreck, Raquel Elsey, Amaya Smith, Emily Gilliland, Taneale Hucker, Isha Edwards-Smith, Ella Young, Chelsea Jew, Imogen Ritchie, Rachel Cartledge, Sarah Dziunka, Kaitlyn Balazic, Hannah Hocking,
Maintenance	Simon Faithfull

## FINDING YOUR WAY AROUND

To help you navigate your way around the Buninyong Campus, see the map below.

## Buninyong Campus Class & Program locations for 2025



## CURRICULUM

Like all mainstream schools in Victoria, our curriculum is based on the Victorian Curriculum. We work hard to ensure that our curriculum is delivered in a meaningful and relevant way, which captures the interest of all students and is differentiated to meet their needs. Coverage of all learning areas is important, with an emphasis on the core areas of English and Mathematics - a 2-hour and 1-hour block is devoted to these subjects respectively each day.

Other subject areas are catered for in Humanities topics the areas of History, Geography, Economics and Civics and Citizenship.

We are also proud of the fact that we are able to offer specialist teaching in the areas of Performing Arts (Music), Physical Education, Visual Arts, Japanese and STEM.

**Music** - Our Music Program includes sequential lessons for each year level, but also provides lots of opportunities for students to pursue their interests and extend their skills. Students are welcome to join our choir and can participate in Lunchtime Live performances. Every second year we have a school concert, which is coming up in 2026. Additionally, our Music Scholarship program will continue, which will feature grade 4-6 students coming together to perform as a band.







**Physical Education** - Our popular Physical Education Program is well supported by a full sized, well-equipped gymnasium. The program includes a swimming program and a selection of alternative sports, particularly for the senior students. We put lots of energy into preparing students and teams for sporting competitions to give students every chance of experiencing success and getting the opportunity to compete at higher levels.



**Japanese** - At Buninyong Primary School, all students actively participate in learning Japanese. The program offers opportunities for the students to speak, read and write the Japanese language as well as learn about the fascinating culture and history of Japan. Students are exposed to cultural festivals and are immersed in a classroom filled with Japanese artefacts. Every second year, we take a team of Grade 5 & 6 students on a trip to Japan. The next Japan trip is scheduled for 2026.

**Art** – Students from all year levels have a weekly session in the Art Room. This is popular with the students, and they get to experience a broad range of art forms as they progress through the school. Our Grade 6 Art Teams have done an excellent job in recent years working with the art teacher to create art works to beautify our school. In 2025 our Visual Arts Scholarship program continues, which will feature grade 4-6 students coming together to explore the world of art and expand their artistic skills.



**STEM** - Students have a one-hour STEM session per week with our specialist STEM teachers. STEM education relates to the disciplines of science, technology, engineering, and mathematics. In STEM sessions a cross-disciplinary approach to teaching is applied to increase student interest in STEM-related fields and improves students' problem solving and critical analysis skills.

## MEETING INDIVIDUAL LEARNING NEEDS



At Buninyong Primary School, we are committed to catering for all students. Our teachers are skilled at structuring lessons to cater for the needs of all students. Literacy and numeracy lessons use explicit teaching approaches along with other evidence-based teaching strategies.

Despite a teacher's best efforts, some students will need extra support to make the progress we would like. As such, we provide adjusted learning opportunities, designed to help us meet the needs of these students. These include:

### **The Tutor Learning Initiative (TLI)**

In response to the impact of the Covid -19 pandemic and its effect on student learning, our school, like other DET schools, has once again been provided with 1 full time tutor for the 2025 school year. Our tutor will work with selected students in Years 1-6 from both campuses for 3-4 sessions per week to provide support to selected students.



**Intervention** - Learning support is also provided throughout the year by our Educational Support Team to those students who are identified as requiring tier 2 intervention in a particular area. The focus for these students in 2025 is as follows:

- **Literacy** – Support for students with the basics of early reading will be offered to selected students who have been identified through rigorous assessments as requiring extra support. This extra support is delivered by members of our Educational Support team with groups of 3-4 students for 3 sessions per week and complements the classroom program.
- **Numeracy** – The Numeracy program is designed to support numeracy skill development with particular emphasis on improving automaticity and fluency of number facts. Automaticity is the immediate recall of basic information. The program provides extra learning support to identified students in Grades 3-6 and enables them to better know and understand basic number facts. This extra support is delivered by our educational support staff with groups of 3 or 4 students for 3 sessions per week.

**Disability Inclusion Program** – Our school operates under the Disability Inclusion reform which has been rolled out to all Victorian Government Schools between 2021 and 2025. Disability Inclusion is better responding to the needs of students with a disability to ensure they can participate and achieve their full potential at school and in life.

School leadership, along with our Disability Inclusion Leading Teacher, Jarrod Rodgers, work closely with parents, classroom teacher/ specialist teachers and external specialists to ensure that adjustments are being implemented to allow our students to achieve success at school. These supports are based on a tiered model

of intervention, which aims to strengthen school-wide capacity and capability to create an inclusive environment at Buninyong.

At times, students may require extensive adjustments to their program at school that require more intensive intervention from the school. This process is led by our D&I coordinator (Jarrod) and he will work with our families in a collaborative approach to make the necessary adjustments.

One part of the Disability Inclusion Reform is the Disability Inclusion Profile. This process helps schools and families identify the strengths, functional needs, and educational adjustments schools make to assist students with disability and additional learning needs. Please know that a student **does not** need to have a diagnosed disability to be eligible for further support within our school.

The Disability Inclusion Profile (the profile) uses a strength and functional needs based approach that is designed to:

- highlight the student's strengths, aspirations and goals
- help schools and families identify functional needs and adjustments for [students with disability](#) through [Student Support Group meetings](#).
- [inform individual education plans \(IEPs\)](#), student learning goals, and school-wide planning
- determine Disability Inclusion tier 3 student-level funding allocations to support schools to deliver adjustments for individual students with complex and high needs.

If a child is eligible for Tier 3 (student level) resourcing, then Jarrod will work with the family to communicate the best way to utilise the student's resourcing to ensure they are given the best opportunity to meet their potential at BPS. If you have any questions regarding Disability Inclusion, please contact Jarrod Rodgers or Narelle Sullivan (Assistant Principal- Engagement and Wellbeing).

**Challenging our High Achieving Students** – Our teachers do their best to make sure high performing students are challenged within the classroom setting. In addition to this, there are several opportunities on offer to challenge our higher achieving students. Students have opportunities to participate in the Victorian High Abilities Program (VHAP), the Young Authors' Program, public speaking, debating and Maths Olympiad, which are initiatives that involve students collaborating with high performing students from other schools.

## LEARNING TECHNOLOGIES

Our school has invested heavily in Learning Technologies in recent years, knowing this is an effective way of engaging our students and providing an enormous range of opportunities for learning.

Each of our classrooms has an interactive whiteboard or TV with connectivity for iPads. The P-3s have 8 iPads in each classroom, students in grades 4-6 are invited to be part of a 1:1 iPad program.



We know that our students are growing up in a digital age and that the vast majority of them will enter a workforce that requires competency, if not high-level skills, in IT (Information Technologies). We aim for all of our students to leave us well equipped with strong digital literacy skills.

## LIBRARY BORROWING

Students have the opportunity to borrow books from our school library. Please encourage your child to take good care of them at home and return them when they have been read. All students should have a cloth book bag for library as these protect the books. Each class is allocated time for weekly library visits.



## SWIMMING

Grades Prep-6 participate in a Swimming program each year. This program is delivered by qualified staff and offers great learning for our students. Dates and details will be announced throughout the year.

## STUDENT WELLBEING

At Buninyong Primary School, we're proud of the positive and safe environment we provide for our students. Our core values – Respectful, Responsible, and Kind – are at the heart of everything we do. These values help create a happy and supportive atmosphere where students get along and feel confident. Our staff work as a team, taking shared responsibility for the wellbeing of all students.

We use the Department of Education's **Rights, Resilience, and Respectful Relationships (RRRR)** program, which helps students develop healthy relationships, resilience, and confidence. We will keep you updated on the program's themes through the newsletter, so you can support these messages at home. We're confident that this program is positively impacting our students.

We have also introduced the **School-Wide Positive Behaviour Support (SWPBS)** framework, which helps foster a safe, supportive learning environment. One key part of SWPBS is the **Behaviour Matrix**, which outlines expected behaviours across the school. SWPBS helps improve social, emotional, and academic outcomes for all students.

We know that strong behaviour and discipline standards are important to families. Our aim is to maintain a safe, happy, and calm environment where students can learn. While every school faces behaviour challenges, how we handle these situations is what matters. We use a consistent approach across the school, including the **Buninyong Barometer** to address inappropriate behaviour. If you have any concerns, we are always happy to discuss them.



We believe in open communication with parents when wellbeing issues arise. Working together with families is key to making significant improvements in student behaviour. If you're worried about your child's wellbeing, please talk to their teacher or contact Narelle Sullivan, our Assistant Principal for Student Wellbeing.

We're also committed to creating a positive playground environment. Our school yard offers a variety of play options, including various playground equipment, lunchtime clubs, chickens, the Play Pod,, performances, and access to the gym and library.

**Recognising Positive Behaviour** – Encouraging good behaviour is essential to keeping our school a happy and safe place. We recognise students through our **Bunjil Awards**, given at year level assemblies. Students are chosen by their teachers for a range of achievements, such as showing our school values or excelling academically. Their names are also included in our weekly newsletter. For more details about how we encourage good behaviour and address challenges, please refer to our **Student Engagement Policy**.



## CAMPS AND EXCURSIONS

Every now and then we will take the students on local excursions. Families will be notified via Compass of each excursion as they come up. Following is a description of each of our major camps.

### Grade 2 – Sleepover

**Description:**



In term 3 or 4 the grade 2 students have a sleepover at school. The sleepover provides the grade 2 students with the experience of staying overnight in a familiar location which is close to home (most without a parent or guardian). This is a natural lead up to grade 3 where students participate in a camp where they stay overnight.

**Cost:** The cost for participating in the sleepover is approximately \$20.

**Grade 3 & 4 Camps** - The Grade 3 and 4 students are attending the Cave Hill Creek camp in 2025.

### **Cave Hill Creek Camp**

#### **Description:**

The camp will be held in March Term 1 at Cave Hill Creek Camp in Beaufort. This camp provides children with the opportunity to stay overnight away from their families (most without a parent or guardian). By participating in this camp students will develop and demonstrate coping strategies to adapt to individual and group challenges. They will work collaboratively with their peers using effective communication skills and work together to solve problems. The children travel to and from camp by bus.

**Cost:** The cost for this camp is approximately \$260-\$320



**Grade 5/6 Camps**- The grade 5/6s alternate between Halls Gap and Melbourne. A description of each follows.

### **Halls Gap Camp (even years)**

#### **Description:**

This camp is usually held in term 2 and is a 2 night stop over at Norval Camp in Halls Gap. The focus for this camp is on team building, facing challenges and giving your personal best. The camp also gives students the opportunity to stay away from home for 2 nights. The children travel to and from camp by bus and make their way around Halls Gap on foot. This camp is known for its excellent meals.

#### **Activities:**

The children participate in a series of team building activities led by camp staff. They also get to test themselves on the high ropes course, do some bush cooking and go for a hike on one of the many walking tracks. On one evening the students get to see and touch animals from the local wildlife park and are given a talk by one of their staff. On the other night they have a sing along by a campfire and play some night time games.

**Cost:** The cost for this camp is approximately \$350-\$400



### **Melbourne Camp (odd years)**

**Description:**

This camp is usually held in term 4 with the children staying 2 nights in Melbourne at Melbourne Discovery. The purpose of this camp is for the children to familiarise themselves with the city and the public transport system. The children travel to and from Melbourne by bus or train and make their way around the city on trams, trains, ferries and on foot.

**Activities:**

The program changes from year to year, but generally includes visits to the Melbourne Sports & Aquatic Centre (MSAC), the Queen Victoria Market, the Imax, Eureka Skydeck & River Cruise.

**Cost:** The cost for this camp is approximately \$350-\$400

**TRIP TO JAPAN**

Every second year we aim to take a group of grade 5/6 students to Japan for around 9 days as a means of providing our students with a real-world experience to support, apply, enhance and expand their language and intercultural learning. As numbers are limited, students apply for a place on this trip, with selections based on a predetermined set of criteria. It's usually about 20-25 students that we can take on this trip and the cost is approximately \$4,500-\$5,000. This trip will next take place late in term 3 of 2026.

**WOORABINDA/SOMERS CAMPS**

The Department of Education and Training runs these 2 camps providing students with an outdoor education experience. Woorabinda is for grade 4 & 5 students and Somers is for grade 5 & 6 students. We are invited to send groups of students (usually about 15) to Woorabinda in odd years and Somers in even years. When our students attend, they join a collection of students from other schools in the Ballarat district. We have lots of students keen to attend these camps, so select students based on a predetermined set of selection criteria. The cost for these camps is approximately \$250.

## FETE/CONCERT

We alternate these two big events as our major fundraiser for a given year.

The fete is held on odd years and is usually mid-term 1 to hopefully coincide with some nice weather. We have scheduled our 2025 fete for March 21st. Classes or year levels run stalls and activities on a Friday evening from 5-8pm, which amounts to lots of fun. More information will be communicated with families closer to the date.



The concert is held in even years in term 3 at Founders Theatre, Federation University. Each class performs an act of their own or combines with others to perform an act. We do a dress rehearsal on a Wednesday afternoon and then perform for paying audiences on the Thursday afternoon and evening and then again on Friday evening. We need to run 3 performances to give all families the opportunity to purchase tickets. The next concert will be held in August 2026.

## ASSEMBLIES

Assemblies are held every Friday morning at 9am in the gym. We work through a rotation of P-2, 3-4, 5-6 and whole school assemblies.

Our assemblies are run by our School Captains and provide an opportunity to celebrate achievements, present awards and communicate important messages. There is usually a musical performance of some sort at assemblies.

Parents are most welcome to come along and be part of the audience at assemblies.





## **HOMEWORK**

Our Homework Program aims to provide students with the opportunity to:

- Develop effective study habits and organisational skills.
- Practise and revise skills learnt in class
- Tune-in to future learning opportunities.

For the Preps, that just means some home reading each night and opportunities to practise some spelling. It's of great benefit for the Grade 1-6 students to also read regularly at home each night. The Grade 1-6 students will also have some other homework. This is handed out each Friday and is due back the following Thursday. Each child is provided with a homework exercise/scrapbook to complete most homework tasks in.

### ***Tips to foster great study habits***

- Provide a designated space for homework.
- Negotiate with your child about when and how long they should spend on homework – spend short amounts of time regularly.
- Make the time enjoyable. Your child will gain more from the process of doing homework nightly and see this as a time to value rather than to avoid.

## **HOME/SCHOOL PARTNERSHIP**

An important factor in a child's schooling is the interest that the parents take in their child's education.

For this reason, we place great importance on the "home/school" partnership and take advantage of all avenues when it comes to involving parents at school.

Key features of our home/school partnership include:

- Class newsletters are made available on Compass at the beginning of each term keeping parents abreast of class routines and expectations, and what is coming up in the school term ahead.
- Weekly learning snapshots are sent home via Compass, sharing what's currently happening in the classroom.
- A 'Meet and Greet' event will take place early in term 1 to give parents and teachers the opportunity to check in and make sure the year has started well.
- A 'Celebration of Learning' evening is held late term 3 to give students the opportunity to show their parents a selection of the work they have been doing during the year.
- The opportunity to attend Parent Teacher Interviews (see below for details).
- School Council provides parents the opportunity to be involved in key decision-making for our school. School Council has 9 parent representatives at any given time. Elections are held in March.
- One major community event each year, alternating between a Fete (odd years) and a School Concert (even years). These events provide lots of opportunities for parents to get involved.
- Parent helpers are welcomed into the classroom.
- Chances to be involved in many other ways (e.g. attending working bees, attending camps or excursions, helping in the canteen or with barbeques, etc) - we understand that not all parents may wish to be involved in classrooms.... that's OK, as there are plenty of other ways to offer support.
- Friendly staff that welcome a chat with parents at any time and take 'on board' their concerns or issues in an understanding way. Contact with your child's teachers can be made in person, over the phone or through Compass.

## REPORTING STUDENT ACHIEVEMENT

Reporting Student Achievement – Like other schools, we report student achievement in a variety of ways, including:

- **Individual Student Progress Reports** – These are distributed at the end of Terms 2 and 4. It is very important that reports are meaningful to parents and clearly indicate levels of performance/achievement.
- **3 Way Conversations** – We hold 3 Way Conversations late in Term 2 each year for our Grade 3-6 students. These present as an opportunity for:
  - Students to talk about their learning (5 mins)
  - Teachers to give a brief assessment of how the student is travelling (5 mins)
  - Parents to ask questions (5 mins)
- **Parent Teacher Interviews** – We hold these for our P-2 students at the end of Term 2 and then late in the year (after the end of Semester 2 reports have gone out) for P-6. We have developed a template to guide the Parent - Teacher Interview routine.

Note: If parents have concerns that will take more than 15 minutes to work through, we encourage them to make a separate appointment. Three Way Conversations should not just focus on the positive aspects of the year to date. If there are problems, an effective way of turning things around is to talk about them with the 3 key stakeholders in the one room.... the child, the parent & the teacher. This of course needs to be done in a respectful way with a focus on what we want to see in the future.

## ONLINE COMMUNICATION PORTAL - COMPASS

Compass is our whole school communication portal. Every parent will be provided with login details for their portal which can be accessed at the following website: <https://buninyongps-vic.compass.education>

The Compass portal is a one stop shop for all information regarding your child's learning. The portal allows you to:

- Register absences and see attendance history
- Provide permission for your child to attend school events
- Access your child's timetable and school events calendar
- Communicate directly with teachers and office staff
- Download student reports and access learning task results.
- Book Parent Teacher conferences
- Receive notifications and reminders about important school activities and events.

The Compass portal is the major communication tool between school and home. Please see the office staff if you have not received your Compass login details.

## SOCIAL MEDIA- JOIN OUR FACEBOOK PAGE

While Compass is the major communication portal between home and school, we also provide regular updates through our School Facebook Page. Here you can see snippets of what goes on 'behind the scenes'- highlighting student achievements, recent events, plus much more!

Check it out! <https://www.facebook.com/buninyongprimaryschool/>

## CLASSROOM HELPERS

Parent helpers in the classroom are greatly valued at our school, enabling us to provide a higher level of support for our students. If you are willing to be a parent helper, just speak to your child’s classroom teacher and work out how you could get involved.

**Note:** Parents who go on school camps, excursions or volunteer in classrooms require a Working With Children’s (WWC) Check. Obtaining a WWC Check is a simple process which we can help parents with.



## CANTEEN

On Wednesdays and Fridays, students may order their lunch through the canteen. Orders are placed online through the Qkr app. See the front office staff if you’d like help with this.

The canteen is run by Tracey Coats and Rachel Jew, who need help from parents to prepare and distribute lunch orders on Wednesdays and Fridays. See the newsletter for news updates relating to the canteen.

## LUNCHES BROUGHT FROM HOME

Please pack a realistic quantity of lunch for your child to eat, and also a small snack for morning recess. Students are given time to eat their recess snack as a class and also eat their lunch under supervision at 1.00pm.

## SCHOOL NEWSLETTER

An electronic school newsletter is sent home every Tuesday via Compass. Please have a read of this each week, as it will contain important dates and other information that you need to know. Copies of the newsletter can also be found on the school’s website.



## SCHOOL PHOTOS

Individual and class photographs will be taken during the year and parents will be given the option of buying these.

## UNIFORM

The School Council has made wearing of school uniform compulsory. This includes wearing the school bucket or wide-brimmed hat during Terms 1 & 4 as part of our SunSmart Policy. Wearing of uniform has been made compulsory for a number of reasons, including:

- Making sure our students are well presented
- Making life easier for parents
- Helping students identify with our school and feel like they belong
- Making it easy to identify students when we are on excursions



For a full rundown of the Buninyong PS uniform, see the uniform brochure which is included in school information packs and on the school's website. Earrings other than studs are strongly discouraged in the interests of safety and to minimise potential injury. We also ask that long hair be tied back to reduce the transmission of head lice and also for health and safety reasons.

The easiest place to purchase school uniform is through the school's uniform shop. Office staff will be able to help with all of your uniform needs. Uniform purchases can also be made online via Qkr.

We have some second-hand uniform stored at our Buninyong Campus and items are for sale at \$5 a piece. Parents are welcome to see the office staff at Buninyong and browse through second hand uniform any time.

Any clothing lost at the Buninyong Campus is sent to the Office. If it is named, it will be returned to the child a.s.a.p. If it isn't named, it will be placed in Lost Property, which is located in the administration area. Parents and students are welcome to look through Lost Property at any time. Please make sure your child's clothing is named clearly, as that makes it much easier for us to return clothing that has been left behind.

## **BUS SERVICES**

We have 3 bus runs that service families who live out of town and attend either campus of our school. This includes transportation of students who live in Buninyong to and from Scotsburn each day. If students live along Mt Mercer or Yendon bus routes, they can catch a bus into the Buninyong Campus and then take the bus to Scotsburn.

Speak to the general office for more information about those services. Generally speaking, you need to be travelling to your nearest public school and live more than 4.8km from your nearest public school to qualify for free bus travel.



## **OFFICE HOURS (Buninyong Campus)**

The office staff know more than anyone about what's happening at our school. They can be contacted any time between 8.30am and 4.30pm.

## **BEFORE AND AFTER SCHOOL CARE**

The school runs Before and After School Care and Vacation Care under the banner of Base 1270. We have employed a terrific team to run this program, which is based in the gym. The program is proving to be extremely popular. Our aim is to provide the students with a fun and engaging program and make use of the school wide resources and community partnerships to achieve this. For more details or enrolment information, contact the general office.



## **ATTENDANCE AND ABSENCES**

If a child is absent for any reason, please inform the school of an absence through logging it on Compass or by contacting the office staff.

If you would like to collect your child from school prior to 3.30pm, please do this through the office and make sure they are signed out.

Students who arrive after 9am are required to check in at the office before going to class.

## **PUPIL FREE DAYS**

Schools are allocated 4 pupil free days per year for staff professional development and for reporting and assessment. On these days the school will be closed for students. We will give you plenty of notice with regards to pupil free days.

## **PARENT FINANCIAL CONTRIBUTIONS**

We try very hard to provide the best possible learning resources and environment for our students whilst keeping costs for parents as low as possible.

Families will receive an email in Term 4 regarding voluntary contributions. This comes with a full explanation of all requested payments. The contribution requested covers items your child will need to use in the classroom throughout the year.

Parents are asked to supply one book bag and an art smock. These items should be clearly labelled.

## **COMMITMENT TO BUNINYONG PRIMARY BEING CHILD SAFE**

Buninyong Primary School is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making. Buninyong has zero tolerance for child abuse. Buninyong is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Buninyong Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that their wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

This Child Safe Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the school community. The Program deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. Broader child safety issues arising from our common law duty of care are dealt with through our Student Code of Conduct and Student Engagement Policy.

If you have a belief or suspicion that a child is being, or has been, subjected to any form of abuse you must contact the Victorian Child Protection Service or, where you need guidance on making a report or have questions regarding child safety, contact one of the school's appointed Child Protection Officers. *Whenever they are concerns that a child is in immediate danger the Police should be called on 000.*

## DEALING WITH HEAD LICE

Head Lice can cause a great deal of frustration for everyone concerned, so we do our best to keep on top of the problem by dealing with the issue promptly as it arises.

Please report all cases of head lice to the school, and an alert will be sent to the relevant class/es with the aim to eradicate them from the classroom.



If a child is found to have live head lice, we are required to contact their parents and have them collected. They can come back as soon as they are treated, which could be later that day.

## CUSTODY – LEGAL ORDERS

Where a custody or legal order is in place, this should be communicated to the school assistant principal (Student Wellbeing) and a hard copy of the order provided as soon as possible.

## SCHOOL NURSE

Our school has access to the District School Nurse, who visits each year to undertake an examination of each prep student.

This is a free service offered to all children attending primary schools in Victoria in their first year of school. These visits provide children with:

- the opportunity to have a health assessment
- information and advice about healthy behaviours
- a link for children and families to community-based health and wellbeing services

The program is designed to assist with the identification of any health-related learning difficulties and to respond to any parent/carer concerns that may have been raised in the parent questionnaire. Follow up health assessments may be recommended and actioned based on the results of the primary assessments.

This person is always available as a source of information and advice with regards to health issues and takes referrals if we believe a child would benefit from an examination or medical support/intervention of some kind. Please let us know if your child has a medical issue and you need advice from the school nurse.



## INFECTIOUS DISEASES

For the sake of everyone’s health (students and staff), we ask that you don’t send your child to school if they are ill. This includes if your child has a runny nose or a cough. This is particularly important given the Covid-19 pandemic, but ought to be a standard we maintain in the long term. If your child has been vomiting or had diarrhoea, they should not return to school until symptoms have not been present for at least 24 hours.

DET (Department of Education and Training) has very clear guidelines relating to infectious diseases. These stipulate when students ought to be kept or sent home and for what period of time. Office staff at Buninyong can help with advice, which will be based on the table that appears on the following page.

### INFECTIOUS DISEASES — EXCLUSION FROM SCHOOLS

Public Health and Wellbeing Regulations 2009 (regulation 85)

If you are in charge of a primary school or children’s services centre, you must not allow a child to attend your primary school or children’s services centre either:

- as specified in column 2 (‘Exclusion of cases’) of the table in Schedule 7 if you have been informed that the child is infected with an infectious disease listed in column 1 (‘Condition’) of Table 1, or
- as specified in column 3 (‘Exclusion of contacts’) of the table in Schedule 7 if you have been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 (‘Condition’) of Table 1.

The person in charge of a primary school or children’s services centre, when directed to do so by the department’s 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 specified by the Secretary in that direction does not attend the school or centre until the Secretary directs that such attendance can be resumed.

**Table 1: Minimum period of exclusion from primary schools and children's services centres for infectious diseases cases and contacts (Public Health and Wellbeing Regulations 2009, Schedule 7)**

Condition	Exclusion of cases	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



Condition	Exclusion of cases	Exclusion of contacts
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 a 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
<i>Haemophilus influenzae</i> 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 a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV) infection	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores	Not excluded

Condition	Exclusion of cases	Exclusion of contacts
	on exposed surfaces must be covered with a watertight dressing	
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
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 normal human immunoglobulin within 6 days 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 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

Condition	Exclusion of cases	Exclusion of contacts
		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 4 days after the onset of rash	Not excluded
<i>Salmonella</i> or <i>Shigella</i> infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe acute respiratory syndrome (SARS)	Exclude until a 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 feels well	Not excluded
Tuberculosis	Exclude until a medical certificate is received 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 <i>E. coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded

Condition	Exclusion of cases	Exclusion of contacts
Worms (intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

\* *Vaccine-preventable disease*

*Note:*

- *In this schedule, 'medical certificate' means a certificate of a registered medical practitioner.*
- *In circumstances where a child presents with gastro-like symptoms (i.e., vomiting and/or diarrhoea), they should not return to school for at least 24 hours.*