

SCOTSBURN CAMPUS PARENT HANDBOOK 2026



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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 2026 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 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 and the Identity of Scotsburn

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](#)

2026 Scotsburn Staff

Our teachers for 2026 are Chelsea Connor and Beth Murphy (SC1 - junior class), Jarrod Morgan and Kirsty Robinson (SC2 - senior class). Liz Morgan and Steve Skilbeck will deliver specialist classes. Jarrod will again be the campus head teacher at Scotsburn so if you ever have any concerns or questions, please feel free to contact Jarrod as your first port of call.

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.

TERM DATES 2026		PUBLIC HOLIDAYS 2026
Term 1	Term Starts: 29 January Term Ends: 2 April Note: Prep students don't attend on Wednesdays initially. Their first full week of school will be March 2 to March 6	
Term 2	Term Starts: 20 April Terms Ends: 26 June	
Term 3	Term Starts: 13 July Term Ends: 18 September	
Term 4	Term Starts: 5 October Term Ends: 17 December	

2026 CLASS STRUCTURE & STAFF

The following table outlines our class structure for 2026, along with other programs and roles and the staff that undertake those roles.

Buninyong Campus		
	Number of Classes	Teachers
Prep	X3	Lauren Riordon, Ela Bourke-Finn & Paula Dekok
Grade 1	X3	Renee McCormack, Nicole Healy (sharing with Jordon Smith) & Belinda Hargreaves (sharing with Sarah Tuddenham)
Grade 2	X3	Ana Anderson (sharing with Michelle Noyce), Celeste Vermeend & Kelly Geddes
Grade 3	X4	Georgina Richardson, Bec Wood & Dani Eddy
Grade 4	X3	Daniel Spalding, Abby Cummins, Kate Miller (sharing with Will Georgiou) & Abra Gould
Grade 5/6	X6	Mark Muldoon, John Oellering, Barb Brokenshire, Maggie Cooper (sharing with Jarrod Rodgers), Tarryn Connor & Bryan White

Scotsburn Campus		
Year Level	Number of Classes	Teachers
Junior Class	1	Chelsea Connor (sharing with Beth Murphy)
Senior Class	1	Jarrod Morgan (sharing with Kirsty Robinson)
Scotsburn Specialist		Liz Morgan & Steve Skilbeck
Other Roles and Staff		
Principal Team	Bernie Conlan - Principal Nicole Phillips - Assistant Principal (Teaching & Learning) Narelle Sullivan (Assistant Principal (Wellbeing))	
Specialist Team	Music – Steve Skilbeck Art – Michelle Noyce & Liz Morgan PE – Claire Morris Japanese – Leah Cray STEM – Jordon Smith	
Disability Inclusion Leader	Jarrod Rodgers	
Mental Health & Wellbeing Coordinator	Will Georgiou	
Office Team	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, Chelsea Jew, Imogen Ritchie, Rachel Cartledge, Charlie Schaper, Flynn Batrouney & Lucy Baldwin	
Maintenance	Simon Faithfull	

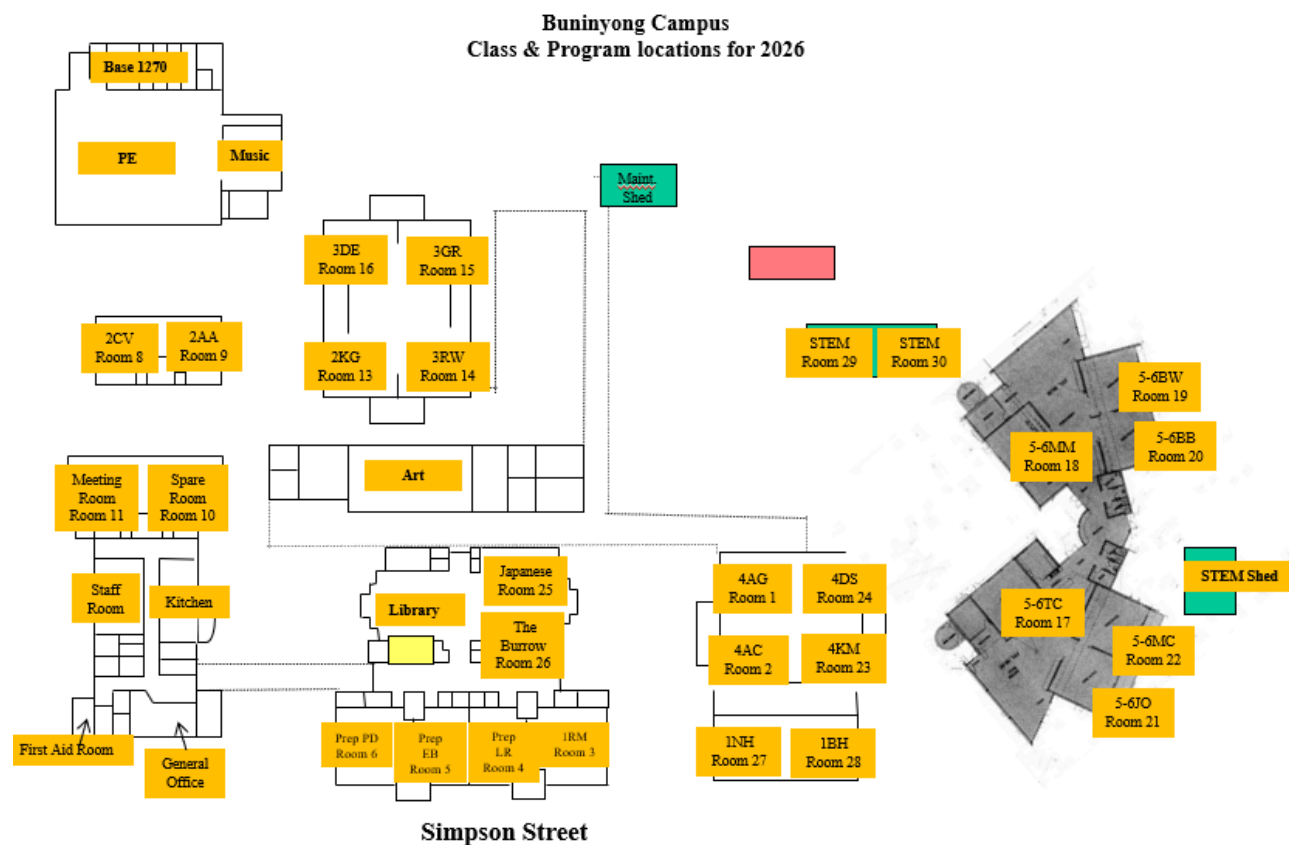
Daily Routine

For 2026 the structure of our school day has changed. The daily routine is now as follows.

8.55am	Bell sounds for students to head to class
9.00am - 11 am	Session 1
11.00am - 11:35am	First Break
11.35am	Bell sounds for students to head back to class
11.40am - 11:50 am	Eating Lunch
11:50 am - 1:50 pm	Sessions 2 & 3
1:50 pm - 1:55 pm	Snack Eating
1.55pm - 2:25 pm	Second Break
2.25pm	Bell sounds for students to head to class
2.30pm - 3.30pm	Session 5

FINDING YOUR WAY AROUND

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



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 runs for 2 terms of each school year and 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 August of this year. Additionally, our Music Scholarship program will continue, which will feature grade 4-6 students coming together to perform as a band.



Physical Education - Our Physical Education Program is well supported by a newly upgraded oval and multi-purpose building. The program includes many opportunities for the Scotsburn campus students to combine with the Buninyong campus in 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 the Scotsburn campus, all students actively participate in learning Japanese. The program offers opportunities for the students to speak, read and write the Japanese language. Every 2nd year (even years), approximately 20-25 Grade 5 & 6 students participate in a trip to Japan. Our next trip to Japan is organised for 2026.

Visual Arts – Students from all year levels have a weekly session in the Art Room for 2 terms of each year. This is popular with the students, and they get to experience a broad range of art forms as they progress through the school. In 2026 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 teacher. 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. Additionally, our STEM Scholarship program will continue, involving enthusiastic grade 4-6 students.

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:

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, in line with the DoE criteria. The focus for these students in 2026 is as follows:

- **Literacy** – Support for students with the basics of early reading will be offered to selected students who have been identified through 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 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 Australian Maths Competition (AMT), which are opportunities 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 Prep- 4 classrooms have a bank of iPads in each classroom, whilst students in grades 5-6 continue to be 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

Children have the opportunity to borrow books from the Scotsburn Campus as well as our school library when we visit Buninyong for whole school assemblies (approximately once per month). Please encourage your child to take good care of them at home and return them when they have been read. All children should



have a cloth book bag for library as these protect the books.

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 also follow 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**.



ENVIRONMENTAL FOCUS

The Scotsburn Campus has a strong environmental focus, with children caring for chickens, a lizard, tending to a vegetable garden, seed propagation & tree planting. Our Scotsburn Campus is a Landcare school, and children are involved in programs and excursions in conjunction with the local Landcare group.



COOKING PROGRAM

The Scotsburn campus will continue to run our rotation activities of team building activities, cooking and sustainability/gardening. A highlight is when the children cook using produce from their vegetable garden.

Each week the cooking group prepare and cook a dish to share. Parents are notified when their child will be cooking via the weekly newsletter and Grade newsletter at the start of each term.

In 2026 a Master Chef Scholarship Program continues, providing a select group of grade 4-6 students with the opportunity to extend their cooking skills.

FRIDAY ASSEMBLIES AT SCOTSBURN

At Scotsburn, our Grade 6 student leaders are given the responsibility of running a campus assembly on scheduled fortnightly on Friday mornings. This is a great opportunity for them to develop their leadership and public speaking skills. Parents are most welcome to attend, with dates of assemblies advertised in our weekly newsletters.

FRIDAY ASSEMBLIES AT BUNINYONG

We meet at the Buninyong campus in the courtyard on a Friday when it is a whole school assembly. At 9am we attend assembly and then the students will spend 30 minutes in the Library and also the school gym. After recess we return to Scotsburn by bus for the remainder of the day.

LUNCHES BROUGHT FROM HOME

Please pack a realistic quantity of lunch for your child to eat, and also a small snack for morning recess. Children will eat their lunch under supervision at 1.00pm.

COMMUNITY FUNCTIONS

The community has a welcome picnic early in the year and a few other community events throughout the year. We also have regular morning teas, which are great opportunities for parents to get together and to talk to Jarrod. At the end of each year we have a Christmas breakup which is always good fun.



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.

Whole Campus Sleepover

A highlight on the calendar every year at Scotsburn is the **sleepover** in Term 4. In the evening we play some games, have a sing-along, watch a movie, have some supper and then hopefully get some sleep!

Cost: Approximately \$20

Grade 3 Camp - Cave Hill Creek

Description:

The camp will be held late in Term 1 at Cave Hill Creek Camp on the outskirts of 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 4 Camp - Anglesea

Description:

This overnight camp will run in the second part of Term 2. The focus of this camp is adventure activities, as well as providing students with another opportunity to stay away from home, most without their parents. The children travel to and from camp by bus and generally don't leave the camp site for the duration of the camp.



Activities:

All daytime activities at this camp are organised and led by camp staff. The activities include a low ropes course, a giant swing, regaining and mountain bike riding. The camp has a gym which is usually used for activities in the evening.

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.

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, 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 October of 2026.



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. Classes or year levels run stalls and activities on a Friday evening from 5-8pm, which amounts to lots of fun.

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. We look forward to a concert later this year, to be held from August 26-28.



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.
- **Parent Teacher Interviews** – We hold these for 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 lunch, which is made in the canteen at our Buninyong Campus. Orders are placed online through the Qkr app, which the ladies in the office can help you with. Scotsburn parents, on a roster system, collect the orders from the Buninyong canteen for the students at Scotsburn. As the canteen is so busy, and the volume of Scotsburn campus orders is increasing, the parent collecting lunches needs to be at the canteen by 12.30pm to help pack the lunches.



LUNCHES BROUGHT FROM HOME

Please pack a realistic quantity of lunch for your child to eat, and also a small snack for afternoon break time. Students are given time to eat their snack as a class and also eat their lunch under supervision at 11:40am.

SCHOOL NEWSLETTER

An electronic school newsletter is sent home every Tuesday via Compass. A section specific to Scotsburn is always included. 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.

SCHOOL COUNCIL

The Buninyong Primary School Council meets monthly and has parent representatives. You might consider joining if you are interested in what happens behind the scenes and would like to be part of the decision-making process. School Council elections are held in March each year and we like to have at least Scotsburn parent rep at any given time. The Scotsburn Campus Leader is always part of School Council.

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 children who live in Buninyong to and from Scotsburn. If children live along Mt Mercer or Yendon bus routes, they can catch a bus into the Buninyong Campus and then take the bus to Scotsburn. See the ladies in the office for more information about those services. Generally speaking, you need to be more than 4.8km from your nearest public school to qualify for free 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.

AFTER SCHOOL MEETINGS

Jarrold, Chelsea, Beth, Steve & Liz are required at whole staff meetings straight after school every Monday and most Wednesdays. As such, if you need to speak with any of them, it would be appreciated if you left that to an alternative day and time.

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 either contact the Buninyong campus office direct, or enter the absence via the compass App.

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.

WORKING BEES

Throughout the year, we have community working bees to help keep our school a safe and pleasant environment. Your support of these is very much appreciated. We usually have one towards the end of each term.



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 there 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. Students can come back to school after treatment has commenced..

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. Any updates or changes also need to be communicated with the school.

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.

BUSHFIRE AT RISK SCHOOL

Fire danger ratings and warnings are used in Victoria to provide clear direction on the safest options for preserving life. Schools that have been identified as being at high fire risk are included on the Department's Bushfire At-Risk Register (BARR):

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

Buninyong Primary School's Scotsburn Campus has been identified as being one of those at high bushfire risk and is listed on the BARR.

Schools included on the BARR:

- Close on days determined as Catastrophic by the Emergency Management Commissioner.
- Are expected to follow the Victorian Registration and Qualifications (VRQA) 'Guidelines on Bushfire Preparedness' to ensure the safety and wellbeing of their staff and students.

Where possible, Buninyong Primary School will provide parents of our Scotsburn Campus with up to four to seven days' notice of a potential Catastrophic day closure by letter and will be backed up by messages sent via Compass. Parents should, however, expect that in some instances fewer than four days' notice may be provided.

A Catastrophic day will be determined by the Emergency Management Commissioner no later than 1.00pm the day before the potential closure. Once we are advised of the confirmation of a Catastrophic day, we will provide parents with advice before the end of the school day.

Once confirmed, the decision to close will not change, regardless of improvements in the weather forecast. This is to avoid confusion and help families plan alternative care arrangements for students.

On Catastrophic days, students from our Scotsburn campus (along with their teachers) will operate out of our Buninyong campus. Students will need to be collected by parents from the courtyard at the completion of the school day (3:30pm).

It is also important to note that:

- No staff will be on our Scotsburn site on Catastrophic days.
- School camps/excursions will be cancelled if a Code Red fire danger rating day is determined for the Bureau of Meteorology district in which the camp/excursion is located.
- Some bus routes will not operate on Catastrophic days, meaning alternate arrangements may need to be organised by parents of our Scotsburn students to make their way to and from our Buninyong Campus.
- Scotsburn families are advised to drop off and collect their children from the main courtyard on Catastrophic days. Staff will be there to welcome students and advise them about the routine for the day.

On Catastrophic days, families are encouraged to enact their Bushfire Survival Plan – ***on such days children should never be left at home or in the care of older children.***

School Preparation

As part of preparing our school for potential hazards such as fire, the school's Emergency Management Plan will be regularly updated in accordance with DET guidelines, ensuring that we are prepared in the event of a bushfire.

In addition to this, our school will ensure compliance with the Victorian Registration and Qualification Authority (VRQA) 'Guidelines on Bushfire Preparedness' and the school's Occupational Health and Safety (OHS) team will ensure preparedness procedures are implemented before and during high fire periods (October to March).

Off-site activities

The safety of students and staff is paramount and off-site activities may be cancelled, postponed or relocated if faced with the threat of bushfire.

Off-site activities include any activity undertaken by staff/students away from their normal school facility. This can include camps, excursions, sporting activities and training or conferences for staff.

Managing Risk on Days Rated as 'High' or 'Extreme'

In addition to the above, the principal team and the leader of our Scotsburn campus will monitor conditions closely when the fire rating is high or extreme. If decided that the risk of fire is too great on a particular day, arrangements will be made to host students from our Scotsburn campus at our Buninyong campus. This is in addition to arrangements for Code Red days. Parents will be notified in advance if a decision to relocate has been made.

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
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

Condition	Exclusion of cases	Exclusion of contacts
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 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

Condition	Exclusion of cases	Exclusion of contacts
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 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

Condition	Exclusion of cases	Exclusion of contacts
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
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.