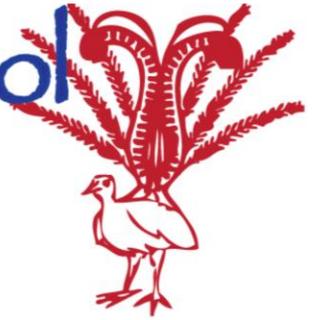


Buln Buln Primary School

Our Children, Our Community, Our Future



Dear Parents,

It is with great pleasure that I welcome you to this great learning community that is Buln Buln Primary School.

We successfully meet our aim of developing everyone to their full potential through the dedication of the whole school community. We thrive on the commitment of our students, parents, School Council, Parent Club and staff. There is a distinct culture of support and friendliness, coupled with high expectations that every child will learn and succeed.

The learning environment is attractive and reflective of the technological world in which our children are growing up. The students access a wide variety of programs which ensure that they develop a broad range of important life skills and a global perspective. We are wholly committed to ensuring each child has the best possible start to their education and leaves Buln Buln fully equipped to make the most of the opportunities that the world has to offer them.

Clear information and communication is vital to the success of each child. This information booklet has been compiled to assist with this.

Please do not hesitate to contact the school if you require any further information.

Yours faithfully

Meagan Blewett
Principal

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HISTORY

The township of Buln Buln was originally situated at what is now called Brandy Creek.

Prior to a permanent school building being erected the Education Department established the Buln Buln School in Bradley's Hall. The school opened on 9 March 1878 under the Head Teacher Mrs Margaret T Skinner. The average attendance at the school during the first year was 19 pupils with 35 on the roll.

During the next few years, Head Teacher Skinner together with parents wrote a number of letters of complaint to the Education Department, regarding the poor conditions of the hall. It was positioned on a low flat next to Brandy Creek and was therefore cold and damp and initially without any form of heating. In response to these complaints the Department made many reports on the need for a Government built school in the village. However, the opening of the Gippsland Railway Line saw a population shift to the new townships of Drouin and Warragul. The Department adopted a 'wait and see' attitude.

In 1880 the Bank of Australasia offered the former bank building for use as a school; the premises could be had for 400 pounds or 40 pounds per annum, rental. The Education Department was not convinced that the cost of the building being offered was justified, in a village that was supposedly near empty.

In January 1884, parents threatened a total boycott of Bradley's Hall, unless a new school was up by winter. Tenders were quickly called; the new wooden schoolroom was ready and occupied by August of that year. A three room attached residence followed a month later.

In August 1892 District Inspector Thomas Bothroyd visited the school and found the average attendance to be 20 pupils, he recommended the closure of the school. Bothroyd suggested that the township children could attend Drouin West School, whilst in the other direction, the newly opened Neerim Railway Line would allow those living to the east of the township to travel to the new Rokeby School. Despite objections, the school closed in December 1892. The Inspector had also recommended the relocation of the defunct school building to Rokeby. Parents resisted the move; many efforts were made to keep the building where it stood. However, on Saturday 8 April, 1893, a few nights before it was to be moved, the building was burnt to the ground.

In 1894 the Education Department leased a small but "*comfortable*" building in the Buln Buln Railway Station yard (the new township) from Mr R. Armstrong. The Buln Buln State School opened, on a part-time basis, in August of that year. By January 1895 the school population had risen to 42 and the school recommenced on a full-time basis, with Gilbert Smith as Head Teacher. It was soon clear that the rental accommodation was far too small.

In 1896 the Department purchased a one acre allotment, owned by Mr JF Levien, MLA, for 20 pounds, a further 70-odd pounds secured the old Trafalgar South School and residence; they were relocated and re-erected, ready for occupation in March 1897.

In 1908 the Education Department purchased five acres of land for a new school building. It is thought that some proceeds from the sale of the Agricultural Society Showgrounds together with donations were used for the purchase of some of the land. The tennis courts were also erected with local funds.

A contract was let in March 1909 for the erection of the present school building, comprising two classrooms and an office. While the new building was under construction the school was held in the Mechanics Institute Hall which was completed two years earlier.

In 1913 the old school building was relocated to the present school site. In its place a school residence was built; it was completed in March 1914. The former residence was sold in 1989.

The old school building was used for many years as a science room, sewing room and for storage purposes. In 1942 a working bee was arranged and the old school building was pulled down. Out of the timber they built a shelter shed.

In 1985, the School Council purchased a building from the Thomson River Dam construction site village (Rawson). This building was used as the Multi-Purpose Arts Room.

During the 1989-91 the school received extensive maintenance to both the interior and exterior and local community support has provided a covered area linking the main building to two additional relocatable classrooms sited during this time.

During 1995 a Masterplan for managing future growth was developed and in 1996 major capital works saw a modern administrative and staff upgrade take place. A large portable was brought on site to accommodate the relocated class from the main building. Further growth saw a two room relocatable brought on site providing improved classrooms and spaces for library and music as well. In 1998 relocatables were moved to allow for the new toilet block to be completed in 1999. Later that year two further relocations allowed for a courtyard to be developed central to our school, providing extra sealed playspace.

From 2000 to the current day the school has completed its courtyard and seen the inclusion of a stage area for performances and play. Grounds were further enhanced by the construction of a shelter shed and rebound area and jumping pit. The school celebrated its 125th Anniversary and permanently marked the event with a courtyard of personalized pavers in 2003 together with further native plantings and gardens.

In 2005 2 new large double classrooms were brought in to replace individual portables and create a connected decked area providing much needed shelter.

Our playground has been expanded and a new shelter for class activity, passive play and enjoyment of new gardens also built in 2008.

In 2010 our new school building replaced most of the portables with a modern comfortable school well suited to learning in the 21st century. In 2011 a new multipurpose centre, hardcourts and upgraded gardens complemented the development.

We do however retain our landmark heritage building maintaining our strong connection with our past.



BULN BULN PRIMARY SCHOOL PROFILE

Buln Buln Primary School is situated in West Gippsland, and services a growing rural community consisting of families from farming, small business and professional vocations. First opened in 1878, the school has undergone significant changes and has continually developed both its facilities and teaching and learning programs in an effort to provide a quality education for all children. In 2020 the student enrolment will be approximately 166.

At Buln Buln Primary School high quality learning is the focus of everything. Children are regarded as individuals and all programs aim to develop children to their full potential. The school is committed to the use of effective teaching strategies, the development of sequential F-6 programs in all learning areas, community involvement in a consultative decision making process, and the development of effective communication between school and community. Importantly the school enjoys enthusiastic School Council and Parent Club support.

The school is organized into seven classes (2020 – 2 x F/1, 1 x1 /2, 1 x 2/3, 2 x 4, 1 x 5/6). The make up of the 2021 classes will depend on cohort numbers and needs. The curriculum program is delivered with a mix of classroom and specialist teaching. Emphasis is placed on the development of literacy and numeracy skills at all grade levels. P.E, music and art are taught to all students each week. LOTE – (Japanese) is also taught. Within classrooms, organisational structures range from individual to small group to whole class instruction. The library is in the Great Learning Space, bringing it to the heart of the school and maximising its use as a learning centre. The Victorian Curriculum was released in 2016 and is followed at the school. We are continually upgrading resources for all curriculum areas and staff are encouraged to develop performance and development plans to upgrade teaching skills and curriculum knowledge.

A broad co curriculum program exists to offer sport, gardening, competitions, Bike Ed, Junior School Council and camp programs. Before and After School Care is provided for families requiring it for work, study or respite needs. The family atmosphere of our rural school provides an environment that is conducive to cross age tutoring activities. These activities are undertaken in areas such as shared reading, writing, technology and sporting teams on an occasional basis.

The school aims to develop an attractive, comfortable and safe learning environment. School Council is committed to an on-going preventative maintenance program to ensure that the school buildings and grounds are continually improved to meet demands. The main school building has historical significance and the school community has maintained the building's traditional integrity as a feature of the district.

Our School Strategic Plan is continuously reviewed and has a core focus on improving outcomes in literacy and numeracy.

VISION

“OUR SCHOOL COMMUNITY WORKS TOGETHER TO EMPOWER US TO BE LIFE-LONG LEARNERS AND WHERE EMOTIONAL, SOCIAL AND PHYSICAL WELL-BEING IS ACHIEVABLE FOR ALL”.

VALUES

As part of the Buln Buln School Community **ICARE** about being:

Innovative	<i>I embrace new ideas and original and creative thinking.</i>
Compassionate	<i>I am kind, helpful and show empathy and inclusion. I use my voice to empower others and promote social justice.</i>
Accountable	<i>I take responsibility for my learning and my behaviour.</i>
Resilient	<i>I accept challenges and take risks in my social and academic learning.</i>
Excellent	<i>I do my best academically, socially and physically.</i>

DATES FOR THE 2021 SCHOOL YEAR

Term 1	Staff resume Wednesday 27 th January Students resume Thursday 28th January to Friday 27th March Labour Day Monday 8 th March
Term 2	Tuesday 19th April to Friday 25th June Easter Friday 2 nd Monday 5 th April ANZAC Day Sunday 25 th April Queen's Birthday Monday 14 th June
Term 3	Monday 12th July to Friday 19th September
Term 4	Monday 4th October to Friday 17th December Melbourne Cup Day Tuesday 2 nd November

N.B. Preps do not attend Wednesdays until March.

CURRICULUM DAYS

Staff resume school a day prior to students for purposes of program planning and Professional Development. There are three further professional development days throughout the year for staff. These are student free days and notification of the dates will be given through newsletters of 2021. 4 days to be confirmed.

HOURS

The school hours are as follows:

Start	9.00a.m.	Session One
	11.00a.m.	Recess
	11.30a.m.	Session Two
	1.30p.m.	Eat Lunch
	1.40p.m.	Lunch Recess
	2.30p.m.	Session Three
	3.30p.m.	Home Time



The teachers are responsible for the children's safety and welfare in the school grounds between the hours of **8.45am and 3.45pm**. **NO RESPONSIBILITY** will be undertaken outside these times and co-operation and punctuality are important. Our Outside School Hours Care provides a very cost effective means for safely supervising children requiring early drop off or late collection.

CLASS GROUPINGS

Children are placed into class groupings to bring about the most successful combination for student success. Arrangements may be altered depending on numbers of students and curriculum implications.

ENTRY AGE

The earliest age of a child entering the school at prep grade is as follows:

For February entry a child must attain his/her 5th birthday by 30th April of that year. Should a parent wish to keep a child home until the age of 6 years, by law they may do so.

ABSENCES

An explanation of absence is required on the day. This can be done online through **Sentral**, the administration system.

Parents have an obligation to notify the school as soon as possible on the day of the absence using Sentral (our online administration system) or calling the school. If we do not receive notification prior to 9.30a.m. the school is required to contact you via telephone or email.

HOUSE SYSTEM

We implement a House System Program. Our Houses are: Falcon; Kite; Kestral and Harrier. House Captains are selected each year. House points are awarded throughout the school, with collated points shared at Assembly each week. Every student is placed into one of the Houses when they enrol.

STUDENT LEADERSHIP

HOUSE CAPTAINS

Each year a House Captain and Vic-Captain are appointed for each of our Houses – Falcon, Harrier, Kestral and Kite. These students undertake a number of important leadership roles throughout the year such as running Assemblies, conducting school tours, representing our school at community events, and working as a team with the Principal to improve Buln Buln as a learning community.

JUNIOR SCHOOL COUNCIL

Elected representatives from each of the years 3, 4, 5 and 6 form a student think tank. The group provides a student perspective of school issues and has contributed significantly to fundraising for social service, purchasing resources and as well as organizing activities. The JSC also offers students opportunities in leadership and meeting procedures.

GREEN TEAM

The Green team is a group of children ranging from Foundation through to 6 with an interest in the environment and who are elected by their class peers to meet at lunchtimes. The aim of the group is to encourage children to learn about ways to help the environment through waste reduction, recycling, composting, and energy conservation.

SCHOOL COUNCIL

The School Council is incorporated by an act of Parliament and consists of up to 14 members (with the power to co-opt.) as follows:



- 8 - members representing the parent body
- 3 - members representing staff
- 1 - member representing Parents' Club
- 1 - the Principal
- 1 - co-opted person.

The council exercises power as delegated by the incorporating Act and Ministry regulations. These are finance and control on the general development of educational facilities within the school.

The School Council President is Damien McGoldrick.

Elections will take place early in term to elect to vacant positions. Please keep an eye on the newsletter for notifications.

CODE OF PRACTICE - SCHOOL COUNCIL

The Education Act and Regulations provide the framework for School Council operations. In addition School Council will establish appropriate local guiding principles and operational procedures.

The Council of Buln Buln Primary School acknowledges that it operates within the Education Act and Regulations.

School Council is responsible for:

- Establish the broad direction and vision of the school within the school's community
- Participate in the development and monitoring of the school strategic plan
- Develop, review and monitor the Student Engagement Policy and the School Dress Code
- Raise funds for school-related purposes
- Approve the annual budget and monitor expenditure
- Maintain the school's grounds and facilities
- Enter into contracts (e.g. cleaning, construction work)
- Report annually to the school community and to DET
- Generally stimulate interest in the school in the wider community

School Councillors undertake to:

- Seek and represent the views of the school community and groups within that community.
- Fully communicate to the school community the School Council's policies, programs, plans and actions.
- Ensure that they are accessible, approachable and responsive to the school community.
- Ensure that any concerns of individuals within the school community are raised and given due consideration within School Council.
- Be informed on issues that come before School Council.
- Operate on a consensus basis, while supporting a diversity of views.
- Keep any discussions regarding members of the school community strictly confidential within School Council.
- Declare any actual or perceived conflict of interest, as appropriate. Council will then determine the most appropriate response on a case by case basis.
- Make contact with families new to the school community.

PARENTS' CLUB

The Parents' Club meets monthly during the school term. Dates and times are notified through the school newsletter. Parents' Club works towards the betterment of the school in many areas, providing funds to further develop the school either with aids or building and grounds improvement. Other matters of concern are discussed and taken to School Council by the club representative.

Parents' Club fosters a close relationship between the school, parents and the community.

We urge all parents to take an active part in the Club, for there is a social value as well as a financial advantage for the school. Yearly membership is \$1. Pre-schoolers are welcome at meetings.

CURRICULUM

In 2021, the school's curriculum will be provided through the implementation of the Victorian Curriculum. It sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The Learning areas are as follows:

THE ARTS includes Dance, Drama, Media, Music, Visual Arts and Visual Communication Design.

ENGLISH includes the study of texts and aspects of language – contextual understanding, linguistic features and strategies in **reading and viewing, writing, speaking and listening**. The love of books and appreciation of literature is encouraged and the skills of handwriting, SMART spelling, grammar and punctuation are included through an integrated approach.

Handwriting

In keeping with our THRASS approach to language development the following guide will help you reinforce correct letter formation as learnt at school.

FORMATION INSTRUCTION SHEET (Start from the top, except for the lower-case 'd' and 'e')

a Around, up, down, around.	b Down, up, around.	c Around.	d Around, up, down, around.	e Around, around.	f Around, down, around, lift, cross.	g Around, up, down, around.	h Down, up, around, down, around.	i Down, around, lift, dot.	j Down, around, lift, dot.	k Down, up, around, down, around.	l Down, around.	m Down, up, around, down, up, around, down, around.
A Down, lift, down, lift, cross.	B Down, lift, around, around.	C Around.	D Down, lift, around.	E Down, lift, cross, lift, cross, lift, cross.	F Down, lift, cross, lift, cross.	G Around, up, lift, cross.	H Down, lift, down, lift, cross.	I Down, lift, cross, lift, cross.	J Down, around, lift, cross.	K Down, lift, down, down.	L Down, cross.	M Down, lift, down, up, down.
n Down, up, around, down, around.	o Around.	p Down, up, around.	q Around, up, down, up.	r Down, up, around.	s Around, around.	t Down, around, lift, cross.	u Down, around, up, down, around.	v Down, up.	w Down, up, down, up.	x Down, lift, down.	y Down, around, up, down, around.	z Cross, down, cross.
N Down, lift, down, up.	O Around.	P Down, lift, around.	Q Around, lift, cross.	R Down, lift, around, down.	S Around, around.	T Down, lift, cross.	U Down, around, up.	V Down, up.	W Down, up, down, up.	X Down, lift, down.	Y Down, lift, down, down.	Z Cross, down, cross.

HEALTH AND PHYSICAL EDUCATION is a broad curriculum area including the topics of Movement and Physical Activity and Health Knowledge and Promotion. Physical education includes developing the skills of athletics, ball games and fitness.

LANGUAGES Japanese is taught to all children. Students are exposed to the language (reading, writing, speaking and listening) and customs/traditions of a culture very different from our own. The language is also offered at local secondary colleges offering students an ongoing opportunity to develop their skills.

MATHEMATICS is a core element of our school program and children are encouraged to understand their maths through concrete materials, problem solving, real life situations and risk taking. Each child will develop skills in space, number, measurement, chance and data, working mathematically and structure.

SCIENCE has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. It aims to develop observation and recording skills through investigations of Science as a Human Endeavour, Biological Science, Chemical Science, Earth and Space Sciences and Physical Science.

HUMANITIES will develop an appreciation of children's local and wider environments by studying Civic and Citizenship, History, Geography and Economics.

TECHNOLOGIES include design and technologies and digital technologies. The curriculum encourages students to investigate, devise, produce and evaluate materials, information and systems. We learn how to apply scientific understandings to the world around us. It is vital that students are exposed to common technology throughout school to equip them with the necessary skills and capabilities to enable them to fully function in the rapid changing world in which they are

growing. There is a strong emphasis on cyber safety and on how to use technology safely and responsibly.

The Capabilities include:

CRITICAL AND CREATIVE THINKING aims to ensure that students develop an understanding of thinking processes and an ability to manage and apply these intentionally, skills and learning dispositions that support logical, strategic, flexible and adventurous thinking, and confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

ETHICAL UNDERSTANDING explores what it means for both an individual and society to live well. It examines what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems. They involve contested and complex concepts.

INTERCULTURAL CAPABILITY enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences; create connections with others and cultivate mutual respect.

PERSONAL AND SOCIAL CAPABILITY supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

EXCURSIONS AND CAMPS

Excursions are used to enrich the educational experiences of a child and are planned to enhance curriculum.

Grade Two students enjoy a sleepover whilst camps are organised for children in grades 3/4 (even year) and grades 5/6 (odd year) ensuring that all children have the opportunity to participate in two camps during Primary School.

Completed permission/medical forms for all excursions and camps must be returned by the due date. Payments should be made to class teachers. These monies may then be accounted for and banked by the bursar. **Students are to wear school uniform on all excursions.**



LIBRARY BOOKS

Library books are available from two sources:

- (a) from any class library, these books being returned when read.
- (b) from the school library, for a 2 week loan period, up to 2 books per child. Library Bags are compulsory for each student.

CHAPLAINCY PROGRAM

We run a Chaplaincy Program. Our Chaplain, Barbara, is available to provide support to our community. This includes pastoral care when the need arises. Barbara also runs a cooking program 'A Taste of Good Food'. During the 2 x 12 week programs each child has one opportunity to cook in a cross-aged small group of 6-8 students. There is a senior program Gr 3-6 and a junior program F-2.

RELIGIOUS EDUCATION (SRI)

Religious Education is a program which complements our Personal and Social Learning programs drawing on the Christian Education Council's approved course and conducted by qualified volunteers.

The non denominational program is offered to all students each year. It is conducted at lunchtime **and only taught to families who opt in to the system**, in keeping with Department of Education and Training guidelines.

PERSONAL TREASURES

If your child has a valuable item they would like to bring to school to show, it is a good idea for parents to wait at the school until after it is shown, and then take it home again. The school is not insured and cannot be responsible for lost property. Ipods etc are not allowed unless express permission has been given. No mobile phones are permitted.

REPORTING & ASSESSMENT

Close consultation between parents and teachers is essential for improving learning outcomes for students.

Reports and work samples are delivered online through the **Sentral** administration system. After a simple registration process you can log in at:

<http://sentral.bulnbulnps.vic.edu.au/portal/login>

- Electronic copies of the 'dot points', which is the formal Department of Education and Training's summary of achievement and progress will be issued at the end of each semester.
- An attitude to Learning report is published each term.
- Reading, writing, numeracy and personal learning work samples will be uploaded each term. Check the calendar for the dates.

This formative style of assessment allows for continuous monitoring of progress and communication between student, teacher and parent. Parents are encouraged to speak to teachers about each child's progress by making an appointment for a mutually agreeable time.

Student led Parent / Teacher interviews take place twice per year and the dates for these will be communicated through the newsletter. Foundation students will have an interview scheduled during Wednesday of February and take approximately one hour.

STUDENT WELFARE

All students are entitled to a learning environment which is safe and happy. We believe children develop personal skills and self discipline by modelling their behaviour on those they come into contact with.

In our school appropriate behaviour is acknowledged, modelled and taught through praise, rewards and privilege. Our School ICARE Values Program proactively encourages resilience and a positive approach to life and learning. Our grade 5/6 students are trained in peer mediation and at recess and lunch times can be found patrolling the school yard, mediating any issues that arise. Staff are also out in the yard and can be called upon when needed. To enhance this process, staff are trained in restorative practice. This provides consistency across the school as a common language is used by all. Students are also taught how to use a 5-finger plan: Our five-finger plan is a tool students' use when they are faced with a situation or behavior they do not like. This plan is taught explicitly to students and they are encouraged by staff and by peer mediators to utilize it so they feel empowered in dealing with situations they are unsure of.



BBPS BEHAVIOUR MATRIX

As part of the Buln Buln School Community **ICARE** about being: **I**ndependent, **C**onfident, **A**daptable, **R**espectful, **E**xcellent.

NO MATTER WHERE I AM, I ALWAYS:

- use manners - 'please', 'thank you' and 'excuse me'
- initiate and respond to greetings
- am honest
- follow instructions
- use, return and store equipment properly

VALUE	Classroom & Specialist	Playground	Toilets	Indoor Shared Spaces	Community & Excursions
Independent I do things on my own (learning, organisation).	<ul style="list-style-type: none"> • I think for myself • I am organised • I do things on my own 	<ul style="list-style-type: none"> • I follow the 5 Finger Plan • I think for myself 	<ul style="list-style-type: none"> • I use the toilet during break times • I am hygienic • I return to class promptly 	<ul style="list-style-type: none"> • I think for myself • I am organised • I do things on my own 	<ul style="list-style-type: none"> • I think for myself • I take care of my belongings
Confident I take risks (resilience in learning, friendships).	<ul style="list-style-type: none"> • I try things myself • I persist with my learning • I see mistakes as a learning opportunity 	<ul style="list-style-type: none"> • I ask to join in • I invite others to join in • I respect my friends' choices 	<ul style="list-style-type: none"> • I use the toilet area for the right purpose 	<ul style="list-style-type: none"> • I use the shared space for the right purpose 	<ul style="list-style-type: none"> • I keep myself safe • I am aware of my surroundings
Adaptable I try things in different ways (creativity, flexibility).	<ul style="list-style-type: none"> • I'm willing to try things in different ways • I am open to suggestions and using feedback 	<ul style="list-style-type: none"> • I share the space • I share the game 	<ul style="list-style-type: none"> • I use appropriate amounts of toilet paper 	<ul style="list-style-type: none"> • I adapt my behaviour to suit the activity and the space 	<ul style="list-style-type: none"> • I adapt my behaviour to suit the activity and area
Respectful I respect people and property (honesty, trust, inclusion)	<ul style="list-style-type: none"> • I allow others to learn • I take turns and share • I accept that people learn in different way 	<ul style="list-style-type: none"> • I include others • I use the spaces appropriately • I play fairly by the rules 	<ul style="list-style-type: none"> • I allow others to use the toilet in private • I flush the toilet 	<ul style="list-style-type: none"> • I allow others to learn and work • I use equipment in the space appropriately • I think about the volume of my voice 	<ul style="list-style-type: none"> • I respect people and property • I sing the National Anthem with respect
Excellent I do my best.	<ul style="list-style-type: none"> • I always do the best I can 	<ul style="list-style-type: none"> • I take care of the school • I follow the school rules 	<ul style="list-style-type: none"> • I leave the toilet clean 	<ul style="list-style-type: none"> • I take care of the school • I follow the school rules 	<ul style="list-style-type: none"> • I am proud to represent our school

Recognition of Positive Behaviour

Encouragement will be given to children who are able to work and play in a way which creates a safe and happy environment in which everyone gains a feeling of success and self worth.

- Encouragement may be given by:
- verbal or written praise
 - rewards
 - granting of privileges
 - acknowledgment at assembly.

BULLYING

Bullying is a repeated behaviour designed to intimidate or upset. Such behaviour is unacceptable and is treated seriously. Concerns should be reported immediately to the class teacher. Follow up is sensitive and immediate.

SUNSMART POLICY

Our Sunsmart Policy requires broadbrimmed or legionnaire hats to be worn 1st September – 30th April at all times outside including recesses and outdoor class activities such as Physical Education. **Students are to wear hats whenever they are outside during this period.**

TRANSITION

Transition between school settings and promotion between Grade levels requires special consideration for each child's success.

Kindergarten students are planned for through the Foundation Teacher's involvement in a local area network. **School visits are planned for six sessions in Term Four, the fourth of which also offers a parent information session.**

The Statewide Orientation Day is the Tuesday 11th of December and the class structure for the following year is activated for a half day enabling the new classes to come together and interact as a group.

Our *Grade Six students* participate in transition programs at their Secondary College for orientation into secondary education. Information is shared between schools to support this process.

FINANCE AND FUNDRAISING



Grants are paid to School Council by the Government based primarily on enrolment. Unfortunately this amount will not pay for the total requisites for a year's education.

Parents are asked to contribute in paying for their child's education by way of a levy and support for our varied activities.

LEVY

The School Council supplements the budget provided by the Department of Education and Training by way of a voluntary levy. This income assists the school to provide a high quality education. By keeping the levy to a minimum our high contribution rate is consistently approaching 100%. The levy is currently \$150 per year per student. The support of all families is essential in keeping our policy fair and economical.

FUNDRAISING

The Parents' Club runs a wide range of fundraisers to assist achieving our aims for high standard resources, books and equipment and the support of every family is essential. Monies should be sent to class in a clearly marked envelope.

UNIFORM

Our School Council has an approved official uniform developed by parents to foster pride and a sense of belonging among all children. The uniform of red and blue is neat, attractive, practical and economical.

Uniform Items

Polo shirt

Hoodie

Navy track pants

Navy shorts

A red and white check summer dress

A broadbrimmed hat is given to each Prep as a gift from our Parents' Club.

Primary school children are very active and appropriate footwear is to be worn at all times.

Hip Pocket Work Wear in Queen Street, Warragul are the sole suppliers of our school uniform.

House polo shirts are worn on Fridays for House Activities and are available to purchase from the school for \$15.

DRESS CODE

All children are expected to wear our school uniform.

1. Broadbrimmed hats must be worn between 1st September – 30th April. A sun smart widget on the school website, which also provides a link to the sunsmart app for smart phones.
2. Socks are to be worn at all times.
3. Thongs and sleeveless shirts or tops are not to be worn.
4. Jewellery can be dangerous at school and the wearing of jewellery or makeup is not allowed
5. Hats are **not** to be worn at assembly, inside the school, or classroom.

6. All items are to be indelibly marked.

WORKING BEES

Working bees are held on a regular basis and are organised by the School Council. We all benefit from family participation in the upkeep of our grounds and the pride that results as we seek to continually improve our environment. General maintenance working bees are usually held early each term.

MOWING OF LAWNS

Our school is fortunate to enjoy the support of volunteers to mow the lawns at the school. This support represents a significant saving and provides another opportunity to be involved. When mowing the lawns, there is a ride on mower, push mower and brushcutter in the Cleaners' Store. Fuel and oil are supplied. Please check the oil. The storeroom key is available from the office.

If there are any problems with the mower please notify the school so that it can quickly be fixed for the next user.



PARENT INVOLVEMENT

Parent involvement in class activities is always welcome. If you have time or skills you would like to make available please contact your class teacher. Special requests may come through the newsletter.

ASSEMBLY

Assembly is held every Monday morning at 9:00am. These are run by our House Captains. Weekly awards and reading certificates and prizes are awarded each week. The awards are based on our ICARE values and celebrate learning at Buln. Parents are welcome to attend. Please be mindful of noise created during assembly as it can be difficult for students sitting at the back to hear.

PHOTOS

Each year a photographer is engaged to take class, family, whole school and individual photographs which parents may purchase.

LOST PROPERTY

Names are required on all personal property including lunch boxes and their lids and for all drink bottles and cups. **School clothing must be named.** Items of lost property are held in a box in the main building. Please ask children to check this area.

DAMAGE, LOSS & VANDALISM

Wear and tear as well as accidental damage to books and equipment, furniture and fittings is paid for from Grants received from the Department of Education and Early Childhood Development. Our School Council has a policy of claiming from parents the costs of replacement for

1. lost or damaged books.
2. damage to school property that is not the result of accident.

To reduce vandalism in the school grounds, parents are requested not to allow their children into the grounds out of school hours unsupervised.

LEAVING THE SCHOOL

Written permission using the sign in/sign out book stating dates and times must be provided if you wish your child to leave the school for any reason. Children are not permitted to leave the school during school hours

ATTENDANCE / DISMISSAL

Our school day is a busy one. Arriving at 8.50am is ideal as it allows for children to put away their bags, meet friends and be organized for a 9.00am start.

At 3.30pm the expectation is for a prompt, orderly exit from school. Children walking or riding home are to leave promptly and go directly home.

Late arrivals or early departures must be signed for at the office.

Travellers are to wait at the circle seat for parents. After School Care children to go directly to the Lyrebird Room.

The school should be notified if usual arrangements are varied.

SCHOOL CROSSING SAFETY

Parking and Crossing

The school crossing is located on Old Sale Road. Parents are to strictly adhere to the parking signs and requests of the crossing supervisor, regardless of the time.

A Supervisor has been appointed to control the crossing to ensure the safety of our children.

All are asked to exercise extreme caution.

We are currently investigating safer parking options and practices for our School Community. Further information will be sent home in regard to this.

BICYCLES

Some children ride bicycles to school. Road safety authorities recommend that before the age of **nine or ten years** children should not ride a bicycle in traffic without adult supervision. Depending on their cycling skills and experience, some children over this age may still require supervision. Parents are reminded of the law that all children who ride bicycles **must wear approved Safety Helmets**. **No responsibility** is taken by the school for the safety or security of bicycles brought to school although a shelter is provided. Bicycles are not allowed to be ridden in the school grounds and must be walked across the school crossing.

CONVEYANCE ALLOWANCE

Living at least **4.8km** away by direct practical route from their **nearest school** entitles parents to a conveyance allowance. Application forms may be obtained from the office in the new school year. One application only is needed provided the address remains the same. Payments are sent home half-yearly.

CONTACT DETAILS - It is most important that parents inform the school as soon as possible if there is any change to emergency contact numbers, relevant family details or medical conditions.

DENTAL CLINIC

The School Dental Clinic operates at the West Gippsland Health Care Group, 31-35 Gladstone St, Warragul. Families are encouraged to contact the service direct by phoning 51279189 and asking for an appointment for the Warragul Clinic.

IMMUNIZATION

Evidence of completed immunization must be produced for admission to school.

LUNCHES

Lunches are eaten under supervision from 1.30 -1.40pm, when the children are then free to play in the yard. Lunch orders are available on Wednesdays and are ordered through the Flexischools App. Information on ordering is available in the newsletter at the beginning of the school year.

The use of the bins for litter is actively encouraged.



NEWSLETTERS

The newsletter is emailed to families and uploaded to **Sentral** every Tuesday, to inform parents of coming events and report on activities at school.

<http://sentral.bulnbulnps.vic.edu.au/portal/login>

BOOKCLUB / BOOKFAIR

The book club is run by the school through Scholastic Books. We receive books for our library as commission for sales. Bookclub is a means of buying reasonably priced books for your children. Monthly book club means children can order books - Arrow, Lucky and Star on a regular basis. Book Fairs are also organized each year and are a great way to stock up for reading or gifts and at the same time support our school's resources through the commission received.

BANK DAYS

Monies to be paid to the school should be sent **to class teachers in an envelope clearly marked** with the child's name, the activity or purpose and the amount enclosed. **Student banking** through the Bendigo Community Bank is conducted each week – currently Fridays.

We encourage this activity as a savings plan for children or for high cost items such as camps.

OUTSIDE SCHOOL HOURS CARE PROGRAM

Each weekday from 3.30 to 6p.m. our school offers an After School Care Program. This is a supervised program of fun activities including art, craft, puzzles, games and cooking. An afternoon snack is provided. Before School Care is also provided from 7am but booking is essential.

Enrolments may be made through the office for regular or occasional use accommodating children of all grades. Information and registration forms are available from the office.

POLICIES

These are available upon request from the office.

HEADLICE

Headlice can be an issue. They spread quickly and require prompt treatment. Children with headlice are excluded from school until treated. Prompt notification and alerts through the newsletter are key elements in keeping the headlice pest at bay.

PRIVACY

The privacy of student and parent information is important. Our policy is to only share such details with consent in accordance with statewide guidelines.

WORKING WITH CHILDREN CHECK

In accordance with Statewide guidelines our School Policy requires that parents who will be volunteering to work with children will require a Working With Children Check to be completed. Please visit www.justice.vic.gov.au/workingwithchildren to apply.

The check is valid for five years and transferable between volunteer organizations and is issued free of charge.

WEBSITE

The school website www.bulnbulnps.vic.edu.au provides a public space for information, latest news and student work. All are welcome to visit at any time to help keep up to date.

INFECTIOUS DISEASES

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

The following table indicates the minimum period of exclusion from schools and children's service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 — Schedule 6. In this Schedule 'medical certificate' means a certificate of a registered medical practitioner.

Conditions	Exclusion of cases	Exclusion of contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until diarrhoea has ceased	Not excluded
Campylobacter	Exclude until diarrhoea has ceased	Not excluded
Chicken pox	Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion	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 diarrhoea has ceased or until medical certificate of recovery is produced	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received	Not excluded
Hand, Foot and Mouth disease	Until all blisters have dried	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
Herpes ('cold sores')	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS)	Exclusion is not necessary unless the child has a secondary infection	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
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 they may return to school
Meningitis (bacteria)	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
Polio/myelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Re-admit the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until diarrhoea ceases	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Trachoma	Re-admit the day after appropriate treatment has commenced	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment	Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics
Worms (intestinal)	Exclude if diarrhoea present	Not excluded

Exclusion of cases and contacts is NOT required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum fifth disease).