

PARENT INFORMATION BOOKLET 2025



BUNBURY PRIMARY SCHOOL

Lovegrove Avenue, BUNBURY, W.A. 6230

Phone: (08) 9796 3050
E-mail: bunbury.ps@education.wa.edu.au
School Website: www.bunburyps.wa.edu.au

1.0 GENERAL INFORMATION

- 1.1 School Contact Information
- 1.2 School Times
- 1.3 Office Hours
- 1.4 Arrival at School
- 1.5 Bicycles, Scooters and Skateboards
- 1.6 Staff Meetings

2.0 POLICY & PROCEDURES INFORMATION

- 2.1 About Our School
- 2.2 School Business Plan
- 2.3 School Enrolments & Leaving the School
- 2.4 Parent/Teacher Meetings
- 2.5 Kagan Co-Operative Learning
- 2.6 Behaviour Management
- 2.7 Sporting Programs
- 2.8 Specialist Programs
- 2.9 School Dress Code
- 2.10 Student Mobile Phones and Smart Devices
- 2.11 School Car Park
- 2.12 School Attendance and Absences
- 2.13 Family Holidays
- 2.14 Arriving Late to School
- 2.15 Leaving School Grounds during School Hours
- 2.16 Reporting to Parents Guidelines
- 2.17 Homework Guidelines

3.0 COMMUNICATION

- 3.1 Newsletters
- 3.2 Term Planner
- 3.3 Entering the School Grounds
- 3.4 Assemblies
- 3.5 Contacting Home when Children Become Ill at School
- 3.6 Labelling Clothing/Materials

4.0 HEALTH CARE POLICY & PROCEDURES

- 4.1 Sun Safe Guidelines
- 4.2 Medication & Critical Allergy Management
- 4.3 Head Lice Guidelines
- 4.4 Communicable Diseases-Exclusion From School

5.0 MONEY MATTERS

- 5.1 Contributions and Charges
- 5.2 Money Collection
- 5.3 Classroom Requirements

6.0 SCHOOL SERVICES

- 6.1 Before and After School Care
- 6.2 Library
- 6.3 School Psychologist Service
- 6.4 School Nurse
- 6.5 Community Health Services
- 6.6 Dental Clinic
- 6.7 Canteen Information

7.0 COMMUNITY ENGAGEMENT

- 7.1 P & C Association
- 7.2 School Board
- 7.3 Parent Involvement

8.0 MISCELLANEOUS

- 8.1 Working With Children Checks
- 8.2 Lost Property
- 8.3 School Property
- 8.4 Birthdays
- 8.5 Environmental & Sustainable Practices
- 8.6 Student Fundraising
- 8.7 Regional Programs for Talented Students

Appendix

- A School Dress Code Guidelines
- B School Homework Guidelines

1.0 GENERAL INFORMATION

1.1 SCHOOL CONTACT INFORMATION

Principal:	Louise Cairns
Associate Principals	Adriana Palermo Penny Hooper
Manager Corporate Services:	Joan Davies
School Officers:	Shona Lever
Address:	2-18 Lovegrove Avenue Bunbury WA 6230
Phone:	9796 3050
School Email:	bunbury.ps@education.wa.edu.au
Website	https://www.bunburyps.wa.edu.au
Canteen:	9796 3068
Regional Education Office:	South West Education Office 5th Floor, Bunbury Tower 61 Victoria St BUNBURY WA 6230 Phone: (08) 9791 0300

School Year 2024

These are the dates children attend school

Term 1	Wednesday 5th February – Friday 11th April
Term 2	Monday 28th April - Friday 4th July
Term 3	Monday 21st July - Friday 26th September
Term 4	Monday 13th October - Thursday 18th December

School Development Days

Your child does not attend school on school development days. Staff will be involved with professional learning, school planning, review and school development. School development days for 2025 will be advised.

Public Holidays (that fall during the term)

Labour Day	Monday 3 rd March (Term1)
Western Australia Day	Monday 2 nd June (Term 2)

1.2 SCHOOL TIMES

Student classroom organisation time	8.30am – 8.50am
Start time:	8.50am
Recess:	10.20am – 10.40am
Lunch:	12.40pm – 1.20pm
Finish time:	3.00pm
Kindy Session Times	
Group 1: Mon and Thurs	8.50am – 3.00pm
Weds	12.20pm – 3.00pm
Group 2: Tues and Fri	8.50am – 3.00pm
Weds	8.50am – 11.30am

1.3 OFFICE HOURS

Office hours are as follows: **Monday to Friday 8.00am – 4.00pm**

1.4 ARRIVAL AT SCHOOL

Classrooms are open at 8.30am for students to get ready for the day. Students who arrive before 8.30am need to sit in the undercover lunch eating area (outside the canteen). This area is supervised from 8.15am -8.30am when students go to class. If your child needs to be to be at school before 8.15am, please make use of the OSHClub service.

1.5 BICYCLES, SCOOTERS AND SKATEBOARDS

The bike rack area is near the junior wing boundary fence. Students are asked to secure their bike or scooter and helmet with a lock. For safety reasons, skateboards are to be kept under the classroom bench, turned upside down.

1.6 STAFF MEETINGS

Staff meetings are held on several Wednesday afternoons each term. These are held outside of instructional time. These times should be avoided for parent/teacher meetings.

2.0 POLICY & PROCEDURES INFORMATION

2.1 ABOUT OUR SCHOOL

At Bunbury Primary School we recognise the uniqueness of our children and community. We acknowledge the qualities they have that contribute to and enhance our school. We want each child to develop as an independent learner; attain their highest academic achievement possible; develop social skills, and a positive and caring attitude toward others; and, to have an understanding of, and value sustainable practices.

Students are encouraged to regularly participate in the Regional Performing Arts Eisteddfod, Have Sum Fun Mathematics competition, Numero Competition, Sport, Writing, Visual Arts, Speaking, and Technology and Robotics competitions.

A sense of social conscience is fostered through fundraising for charity and we support the development of relationships across age groups through Buddy Class activities. These are part of our Positive Behaviour Support (PBS) Program. This is also associated with our Education for Sustainability (E/S) programs that encompass many social, emotional and environmental projects.

The School has specialist teachers in Physical Education, Visual Arts, Performing Arts (Music), Science and Languages (Italian).

2.2 SCHOOL BUSINESS PLAN

Bunbury Primary became an *Independent Public School* (IPS) in 2011. It operates by taking direction from a Business Plan approved by the School Board. This Plan sets out the focus areas and directions the school will concentrate on for the three years of the business plan's cycle.

Each year the school develops operational plans, based on performance data, which works toward achieving the targets identified in the Business Plan.

2.3 SCHOOL ENROLMENTS & LEAVING THE SCHOOL

When enrolling a child, parents need to complete an *Application for Enrolment*. This is a form that provides basic information. If you live in the school's intake area you will also need to provide proof that the address is your primary place of residence. If you are offered a placement in the school you will then be asked to complete an Enrolment Form. This will require information about the child, as well as the parents. Such things as a birth certificate, immunisation records (from The Australian Childhood Immunisation Register) and any relevant Family court orders must be sighted by a staff member and a copy kept on the student's file (all information is confidential).

Should any information on the enrolment need changing during the year, **please notify the office immediately**. This information is needed in an emergency situation and is for the safety and well-being of your child.

Where a child does not live within the school's intake area, Department of Education (DoE.) policy requires parents to complete an *Application for Enrolment* form to which the school should respond within 48 hours. If a placement is offered, the parents then complete an Enrolment Application as outlined above. Should the application be declined, an appeal process is available.

Providing incorrect or misleading information during the enrolment process could result in the offer of placement being withdrawn by the school.

When leaving the school, parents are requested to notify the school at least a week prior to departure so that transfer documents can be prepared.

Children enrolling from overseas or from interstate schools are generally enrolled in classes appropriate to their age as with children in WA. Copies of any relevant visas may be requested to support the enrolment application.

Parents of children with special learning needs or health conditions will be requested to complete further documentation and/or provide information/medical reports from relevant health care professionals. This may assist with obtaining additional support or resources. (*See Health Care section*)

2.4 PARENT / TEACHER MEETINGS

Teachers have class meetings at the beginning of each year. Regular contact between teacher and parents is essential and important. Parents are encouraged to contact their child's teacher regularly on an informal basis as well as a formal basis. To arrange a meeting, parents should contact the teacher or school office asking the teacher to ring and arrange a suitable time for a meeting.

Parents are encouraged to make use of teacher meetings to discuss their child's progress or to discuss any other matter which may be causing concern. A meeting can also be used to celebrate successes and not just to air concerns. ***Parents/Carers should avoid interrupting a teacher if they are preparing lessons or teaching during the school day.***

The Principal or Associate Principals are available to assist parents with any concerns. Please see the front office or contact the school to make an appointment.

Teachers use Seesaw or Connect App as an electronic medium for communicating with parent of children in their class.

2.5 KAGAN CO-OPERATIVE LEARNING

Bunbury Primary School uses Kagan co-operative learning structures to help engage students in their learning. Co-operative learning increases student engagement, develops social skills and increases academic performance. All staff are trained in using Kagan structures to support their daily teaching and learning programs.

2.6 BEHAVIOUR MANAGEMENT

POSITIVE BEHAVIOUR SUPPORT (PBS)

The school has established a Positive Behaviour Support (PBS) program in conjunction with the school community. PBS establishes a climate in which appropriate behaviour is the norm for all students. It provides school communities with an effective, evidence based approach to creating positive and engaging school environments and focuses on three levels of intervention: Primary, Secondary and Tertiary prevention.

PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed, as a skill deficit. When a skill deficit exists, we must teach the appropriate skills, which allow a unified and positive school climate to develop. This informs everyone that appropriate behaviour is a priority in the school.

School behaviour expectations and agreements are based upon everyone's right to feel safe at school, the need to be considerate of others, and our social responsibilities. The following expectations are observed at our school:

**Be Responsible, Be Respectful.
Be Caring. Be Your Best**



The **ZONES** of Regulation®

To help children understand the relationship between their feelings and behaviour, we talk about the Zones of Regulation. The Zones of Regulation Curriculum is designed to teach and foster self-regulation skills and emotional control. The strategies teach children about emotions, how these can impact on their behaviour and the tools they can use to get the best state of alertness for learning. The Zones of Regulation focuses on teaching children how to recognise and manage their Zone based upon the situation and the people around them. The four zones are:

Red Zone: describes extremely heightened states of uncontrolled alertness and intense emotion. This covers emotions such as alertness, devastation, terror and over-excitement

Yellow Zone: describes a heightened state of alertness, but the person still has some self-control. This includes emotions such as frustration, worry, silliness, anxiety and excitement.

Green Zone: describes a calm state of alertness. This includes being happy, calm, focussed and ready to learn

Blue Zone: describes a low state of alertness and arousal, where a person may be sad, tired, sick or bored.

FRIENDLY SCHOOLS PLUS

The Friendly Schools Plus program is an evidence based bullying prevention program and, along with PBS, Zones of Regulation and SDERA, forms part of our whole school pastoral care. The program has been developed in WA and is recognised nationally and internationally. In addition, the school uses a Restorative Practice approach in mediating and resolving student conflict.

2.7 SPORTING PROGRAMS

SWIMMING

A series of DoE funded lessons are conducted during the year for students in Years PP - 6. Parents are advised of exact dates and times and are asked to pay for bus fare and pool entry. There are Faction and Interschool Swimming Carnivals for Year 4-6 students in term 1. Additional assistance can be obtained for students with special needs.

ATHLETICS

The school faction and interschool athletics carnivals are usually in term 4. The emphasis is on participation by all children in the faction carnival with selection of the best competitors for the interschool carnival. Students from Years 3-6 participate in the interschool carnival.

CROSS COUNTRY

The school cross country event is held toward the end of term 2 and in conjunction with the Interschool Cross-Country Carnival (held later in the term). All students are encouraged to participate in the school faction event with a selected team competing at the interschool level.

WINTER SPORTS CARNIVAL

The winter sports interschool carnival is usually held in term 3 and encompasses many of the winter team sports. Teams are made up of Year 5 & 6 students. If there are not enough students to make up teams, then students may be selected from Year 4.

2.8 SPECIALIST PROGRAMS

PHYSICAL EDUCATION

All students from years 1 – 6 participate in a specialist physical education lessons each week. The DoE requires that students are involved in at least two hours of physical activity (physical education, sport and fitness activities) weekly.

Class teachers also conduct other daily fitness sessions with their class.

Fundamental Movement Skills K-3 and Fundamental Movement Games Skills form part of the class instructional Physical Education program

MUSIC

Students from Years P-6 participate in music lessons each week with the school's music specialist. Students can join the junior or senior school choirs. Students in the upper primary years can also try out for the school Drumming and Marimba group ensemble. These groups also have the chance to perform in the Regional Performing Arts Eisteddfod and for community groups. If selected, students in year 5 and 6 participate in an Instrumental Music program, at school, that is led by peripatetic music teachers based at a high school.

VISUAL ARTS

Students from Years 1-6 participate in visual arts lessons each week. Students are given the opportunity to participate in local and state competitions.

SCIENCE

Students from Years 1-6 participate in Science lessons each week. As part of the program students are provided with the opportunity to also participate in various Science based competitions and challenges

LANGUAGES

Students from Years 1-6 participate in Languages (Italian) lessons each week. As part of the program students explore the Italian language as well as the cultural aspects of the country.

2.9 SCHOOL DRESS CODE

The DoE requires each school to have a School Dress Code that is approved by the School Board. The school expectation is that all students follow the Dress Code. This can only happen if parents support the Dress Code which, in part, is intended to make dressing for school a little easier and give students a sense of belonging to our school.

See Appendix A

2.10 STUDENT MOBILE PHONES AND SMART DEVICES

Whilst a child is at school, there is no need for them to be able to communicate electronically with anyone outside the school (or in the school). For this reason, mobile phones and 'smart' devices (much as a smart watch) need to be handed into the school office at the start of the school day and collected at the end of the day for safe-keeping and to avoid distractions.

2.11 SCHOOL CAR PARK

The school does not provide parking facilities for parents as there is street parking available around the school. **Parents are asked to use care, courtesy and consideration when parking (and driving) around the school** as it can become very congested. Parking on verges is prohibited and the Shire Ranger can issue fines.

The staff car park is in front of the school, off Lovegrove Avenue. **Parents are NOT to use the staff carpark or use it as a "kiss and drive" area.** Parking here creates serious safety risks to children.

A designated "kiss and drive" area has been implemented in Reading Street (the cul-de-sac that runs parallel with the west side of the school). This area is for set down only, at drop off and pick up times. Students are supervised by Administration staff during after school pick up times.

2.12 SCHOOL ATTENDANCE AND ABSENCES

Attending school is a legal requirement. Patterns of punctuality and regular school attendance are developed at an early age. Make sure your child's pattern of attendance is regular.

Pre Primary is the first year of compulsory schooling. Children who turn 5 years old before 30th June are required to be enrolled in Pre Primary.

Parents/Carers are asked to inform the school on the first day of any absence by giving a reason for the absence and a likely date of return. Please inform the school through the following options (only one of the options is required):

- Contacting the school via telephone: 9796 3050.
- Using the Connect App. available for mobile phones.
- Calling in at the school office and completing a note
- Speaking with your child's teacher
- Sending a note to the teacher or the school office
- Via E-mail: Bunbury.PS@education.wa.edu.au
- Providing a medical certificate or doctor's note

Parents/carers are responsible for ensuring their child:

- Attends school regularly
- Arrives at school on time each day
- Is well rested and ready to learn
- Is picked up from school on time or knows how they are getting home
- Wears school uniform
- Is only absent with reasonable cause and the school is informed on each occasion.

Bunbury Primary School takes school attendance and punctuality very seriously. Ensuring your child attends school regularly, punctually and is collected on time is an important part of our home/school partnership.

Attendance is recorded in half days. The school attendance register is marked at the beginning of each school session both morning and afternoon. Reasons for absences are recorded. Unexplained absences are followed up with a letter to parents to find out the reason for the absence. Parents/carers are contacted if their child is frequently late.

A statement of your child's attendance is recorded on your child's reports. DoE considers regular attendance to be between 90-100%. Regular school attendance is a legal requirement. Where there is a continuing attendance concern, the school may seek assistance from the DoE School Attendance Officer, who will discuss with you your child's attendance concerns.

Please note: Parents are required by the DoE's Student Attendance policy, to contact the school within 3 days of their child's absence.

To put a context around why good attendance is important for your child, the following statistical data may assist. The table below illustrates how absences can translate over 7 years of schooling from PP to Year 6. There are, on average, 192 days of school each year:

Attendance		Absences			
Attendance Level	Attendance Rate	Days/Term	Days/Year	Over 7 Years of school	School Time missed
Regular: 90-100%	90%	5	20	140	72% of 1 school year
Risk Indicated: 80-89%	80%	10	40	280	1.5 years
Moderate Risk: 60-79%	70%	15	60	420	2.2 years
Severe Risk: 0-59%	60%	20	80	560	2.9 years

REASONABLE CAUSES FOR NON ATTENDANCE

Absences can be authorised when your child:

- Has an infectious disease
- Is genuinely ill or injured
- Has a medical or dental appointment (please try to schedule these outside school hours)
- Is prevented from attending by an unavoidable cause or family circumstance

Some knowledge of family circumstances helps us to better understand your child and any changes in their attendance or behaviour. This will enable us to support your child and their learning.

2.13 FAMILY HOLIDAYS

The DoE discourages parents from taking children out of school during the term for family holidays. However, we understand that sometimes holidays during the term are unavoidable. We appreciate advance notice of planned absences. A discussion with the principal and/or classroom teacher allows us to plan together to minimise the effect of the absence of your child.

Please remember that every day away from learning programs can impact on your child's achievement and progress and social skills development.

2.14 ARRIVING LATE TO SCHOOL

If arriving after 8.50am, students or their carer are required to check into the office and collect a Late Card before going to class. This card must be handed to the classroom teacher.

If children arrive late to class on a regular basis, it can affect their attitude to learning as well as their work. It disrupts the rest of the class and often upsets the child who has to join in after lessons have started.

Students who arrive after the bell are marked as arriving late. Students who regularly arrive late are monitored by the school. Parents/carers are contacted if their child is regularly arriving late. This is to seek parent/carer support in improving the arrival time of their child.

Consistent poor school attendance can affect your child's educational progress as they may fall behind in their learning.

2.15 LEAVING SCHOOL GROUNDS DURING SCHOOL HOURS

If students arrive or leave during the school day, Parent/carers are asked to inform their child's teacher and the office if, or when, students need to leave the school. This is part of our duty of care and to ensure the safety of students. It is recommended that wherever possible, parents schedule medical and dental appointments outside of school hours.

Parents or carers are required to sign their child out/in at the school office.

Children need to be issued with a pass, signed by the principal (or delegate) if they are leaving the school grounds without an adult (even with parent approval).

2.16 REPORTING TO PARENTS GUIDELINES

Students are issued with a formal report at the end of each semester (term 2 and term 4).

A whole school '*Celebration of Learning*' parent open night is held towards the end of term three each year. This provides family members with an opportunity to view and celebrate the work students have been completing throughout the year.

2.17 HOMEWORK GUIDELINES

Our school has Homework Guidelines that have been approved by the School Board.

See Appendix B.

3.0 COMMUNICATION PROCEDURES

3.1 NEWSLETTERS

The newsletter is sent out via Seesaw and the Connect Apps (check the Term Planner for dates). Our school newsletters contain updates from the P & C and provide parents with information on community events and/or information from local sporting clubs.

We would love to celebrate your child's achievements outside of school. Please contact the school via email or telephone to give us details (including a photo if you have one).

Additional information is sent home, when necessary, via Seesaw and Connect. It would be appreciated if you constantly check these Apps as this will enable us to keep you informed of school events and important information.

3.2 TERM PLANNER

Each term the school provides parents with a planner of events for the coming term. These are updated (via the newsletter, Seesaw and Connect) as changes or additions occur. The planner is also on the school website.

3.3 ENTERING THE SCHOOL GROUNDS

All persons visiting the school must enter through the school office where they are required to sign in. Visitor stickers are issued and need to be worn so staff members can see the person is allowed on-site. Even parents who are just dropping something off for their child need to enter via the school office.

3.4 ASSEMBLIES

Assemblies are held on Friday mornings on a regular basis commencing at 8.55am. Assemblies are listed on the term planner. Parents and friends are welcome to attend the school assemblies.

3.5 CONTACTING HOME WHEN CHILDREN BECOME ILL AT SCHOOL

Students who present with cold/flu like symptoms will be required to be collected. The school will contact the parents/carers in this event. The student will be in the front office for the parents/carers to collect and sign out.

3.6 LABELLING CLOTHING / MATERIALS

To reduce the amount of lost property (especially clothing and lunch boxes) uniforms and other items should be clearly named.

4.0 HEALTH CARE

4.1 SUN SAFE GUIDELINES

As a means of protecting children from sunburn and skin cancer, there is a **“NO HAT, NO PLAY IN THE SUN”** policy all year round. Children must wear bucket or broad brim hats all-year-round when in the sun (visors and caps are not acceptable). Children without hats will not be able to participate in outdoor physical education and sport, and asked to move to a shaded area at recess/lunch. Correct school hats are available for purchase through the front office at all times.

4.2 MEDICATION & CRITICAL ALLERGY MANAGEMENT

There are an increasing number of children in schools with medical needs including critical allergies. In some cases, medical conditions and allergic reactions (to different stimuli) can be life threatening. We manage these situations in conjunction with the relevant parents.

The following information outlines our key strategies in managing high risk medical conditions and critical allergies and minimising levels of risk:

Health Care Summary Forms

Parents are required to complete the relevant *Health Care Summary Forms* detailing the medical condition and the procedures required to manage the condition whilst at school. In some cases, parents

will be requested to provide information from the Doctor/Specialist to support the Child's Health Care Plan.

Short and Long Term Illness, Medical Conditions & Administration of Medicines

Medication which is part of the child's health plan is required to be provided to the school. The administration and location of this medication is decided as part of the students' health care plan, in consultation with Administration staff.

Parents will need to notify the school of any medications which their child needs to take during the school day and complete the relevant administration of medication authorisation forms, for short or long term illness or medical conditions, at the front office. Parents will also need to notify the school if there are any changes to the student's medical records. Students should not keep over the counter or prescription medications in their school bag or be responsible for self administering.

The Health Care Plan is shared with the teachers and staff who have contact with the student to assist with our duty of care and appropriate medical intervention procedures when required.

Food Allergies

Due to the high risk of serious allergic reaction for a number of students in the school we encourage parents to recognise and follow our Nut Free practices.

The school will reduce the risk of exposure to severe food allergens by utilising a communication and preventative education strategy that:

- informs the student's peers, other staff and members of the school community of the medical condition and possible impacts of the condition;
- encourages parents of all children to remove the particular food allergen from their child's school-based diet through parent meetings, led by health professionals, about allergies and anaphylaxis; newsletter items; classroom learning programmes; and individual conversations.
- removes the food allergen from the school canteen's menu.
- encourages parents to provide safe snacks and treats to enable the child with allergies to participate in birthday celebrations and curriculum related activities at school.
- requires the parents of the child with the allergy to provide drink containers and lunch boxes which are clearly labelled with the name of the child.
- restricts the use of food in crafts, cooking classes and Science experiments, depending on the allergies of particular children. Taking care with inadvertent use of artwork materials such as milk containers, egg cartons, nutshells and eggshells.
- encourages children who have used an allergen to wash their hands directly after contact.

The parents of the child with the food allergy will reduce the risk of exposure to severe food allergens by educating their child on:

- the possible foodstuffs that they can reasonably expect to find the allergen in and how to avoid them
- the dangers of swapping food with other children
- the signs of the onset of an allergic reaction (where practicable)

Medication Allergies

The school will reduce the risk of exposure to severe medication allergens by:

- Advising parents that children should not bring any medication to school (prescription and non-prescription) without prior arrangement with the class teacher or the school administration.
- Maintaining all medications in a locked cabinet and having parents complete the appropriate Medication Form (unless indicated otherwise in a child's individual plan).

Insect Sting Allergies

The school will reduce the risk of exposure to severe insect allergens by:

- Regularly monitoring the school grounds for infestations of identified allergen insects.
- Having infestations reported to the school administration immediately (with relevant children advised) and having the treatment of infestations followed up promptly.
- Altering the school 'environment', where practicable, to prevent re-infestations occurring.

The school has an emergency Epi1Pen available and staff have been trained on how to administer it.

4.3 HEAD LICE GUIDELINES

Our school has developed guidelines designed to assist in minimizing the spread of head lice in our school. The policy reflects the Health Department of WA guidelines.

Rationale/Purpose

Head Lice infections are a common occurrence in schools and the wider community. They are tiny insect parasites that live on the human head, feeding on the scalp several times a day. Head lice reproduce by laying their eggs (nits) on the hair shaft close to the scalp. They are not dangerous, they don't carry diseases and they are not a sign of poor hygiene. The school requires clear guidelines and processes to reduce the incidences of head lice within the school and provide information and education in the effective management of head lice.

Details & Guidelines

- Identification of head lice by class teacher.
- Confirmation of head lice by administration.
- Administration contacts parents/carers to determine the next step in dealing with the matter. Exclusion of a child with head lice is at the discretion of the principal.
- Letter A and Head Lice Brochure is sent home with child.
- Letter B is sent home with class members.
- When treatment has commenced (accepted treatment is per the Health Department guidelines) and all live head lice have been removed, the child may return to school with a signed Confirmation of Treatment school slip.
- The student must not re-enter school if treatment has not commenced.
- If treatment commencement cannot be confirmed, the parents/carers will be contacted.
- The principal is to liaise with the school health nurse and contact the family by phone or arrange a home visit to discuss any undisclosed difficulties.
- If no treatment continues the child is to be excluded.

Support and Assistance

If the head lice problem is ongoing after all other avenues have been exhausted, the case is referred to the Community Health Centre.

Resources

https://www.healthywa.wa.gov.au/Articles/F_I/Head-lice

4.4 COMMUNICABLE DISEASES - EXCLUSION FROM SCHOOL

With infectious diseases it is often necessary for children to be excluded from school for a period of time. Please let us know about any relevant infectious diseases that may affect your child or other family members in the course of the year. Current Health Department policy requires schools to temporarily exclude children for a recommended period of time for different 'childhood' diseases. In the case of reportable infectious outbreak, parents will be notified as per Health Department Policy.

Current Health Department policy requires schools to temporarily exclude children who have not been immunised against measles in case of an outbreak.

Exclusion Information about Infectious Diseases

Infectious Disease	Guidelines for Exclusion
German Measles (Rubella)	Exclude from school until fully recovered. At least 5 days from onset of rash.
Measles	Re-admit on medical certificate or 7 days after onset of rash, if child is well enough.
Whooping Cough (Pertussis)	Exclude for 2 weeks from the onset of illness or for 5 days after starting anti-biotic treatment.

Infectious Disease	Guidelines for Exclusion
Head Lice	Exclude until the day after treatment has commenced.
Hepatitis A	Re-admit on medical certificate indicating recovery.
Ringworm	Exclude until the day after treatment has commenced.
Scabies	Exclude until the day after treatment has commenced.
School Sores	Exclude until 24 hours after anti-biotic treatment has commenced. Lesions on exposed skin must be covered with water proof dressings.
Mumps	Re-admit on medical certificate indicating recovery.
Chicken Pox	Exclude until fully recovered or until at least 5 days after eruption first appears.
Conjunctivitis	Exclude until the discharge from the eyes has ceased.
Diarrhoea	Exclude until diarrhoea has ceased.
Influenza like illness	Re-admit on recovery.

5.0 MONEY MATTERS

5.1 CONTRIBUTIONS AND CHARGES

The Education Act (1999) allows schools to charge parents for some services and to ask that they make a voluntary contribution toward meeting the cost of other aspects of providing the school's educational programme. These costs fall into three categories:

Section 99 (**Voluntary School Contributions**)

Section 100 (**Optional Charges**)

Section 108 (**Items for Personal Use**).

Schools are required to provide this information to parents in the December prior to the contributions and charges coming in to effect. The schedule of contributions and charges must be approved by the School Board prior to being distributed to parents.

It is incumbent upon the school to provide parents with a clear indication as to the level of financial commitment that they **may** be expected to make in order for their child to fully participate in the learning and experiential programme that will be offered by the school.

5.2 MONEY COLLECTION

If money is to be sent to school for any purpose, please **put it in an envelope** and mark the child's name, year, classroom, amount and purpose of the money on the outside of the envelope. This is to be handed to the class teacher.

As the school does not hold cash in the building, would you please help by providing the correct amount of cash, utilising the EFTPOS facility or direct credit details available from the school office.

5.3 CLASSROOM REQUIREMENTS

The DoE provides funds for resources and school needs. These needs cover many things such as paper, exercise books, art/craft stocks, teaching resources, reading books, power, water, postage, rubbish removal and furniture replacement to name just a few.

A Personal Items List, showing the requirements for each year level, is distributed to each child at the end of the year (for the commencement of the new school year). New students to the school can obtain a list from the office throughout the year. On occasions, parents may also be asked to provide specific textbooks or work resources which form part of specific class programs.

Some personal items are consumable and will require replacement during the school year.

6.0 SCHOOL SERVICES

6.1 BEFORE AND AFTER SCHOOL CARE

An out of school hours care programme is run in our covered assembly area. The service is provided by OSHClub and operates from 7.00am to 8.30am and 3.00pm to 6.00pm. Information about the service is available from the school office. Charges are kept to a minimum and can be subsidised.

6.2 LIBRARY

All children **must** have a library bag before they can borrow books. A book can be on loan for a week. Tapes, games, reference books etc. are available for use in the library only.

Parent assistance in the library is always welcomed and appreciated. There are many jobs parents can help with, from helping to cover books, to setting up displays and processing books. Books can also be taken home to cover.

Library books are available to borrow for students in Pre Primary through to Year 6.

6.3 SCHOOL PSYCHOLOGIST SERVICE

The School Psychologist is based at the school three days per week.

6.4 SCHOOL NURSE

The school nurse visits the school at different times during the year to conduct:

- Health assessments on all pre primary students and year ones not seen in pre-primary.
- An immunisation programme for all 5 year olds
- Health education and health promotion activities.
- Vision screening for all year 6 students.
- Hearing and vision assessments on kindergarten students and individual children as requested by parents. (Please note that when requesting either, or both, of these assessments, to complete a referral form. These forms may be obtained through your class teacher.)

6.5 COMMUNITY HEALTH SERVICES

Services are available through Hudson Road Community Health centre to support students who may benefit from further development in Speech Therapy, Occupational Therapy and Physiotherapy (including fine and gross motor skills, auditory processing and sensory skills). Where a referral would be seen as beneficial to a child, the classroom teacher or Student Services Associate Principal will meet with the parent/carer to complete relevant paperwork prior to submitting the referral.

Triple P Parenting courses are offered throughout the year by Community Health Centres. Information will be distributed to parents as it is received.

6.6 DENTAL CLINIC

The government provides a free school dental service for its schools. Our school receives this service through the Dental Clinic (9721 1497) based at South Bunbury Primary School. A registration form and information sheet is sent home for all new admissions. Appointments are set up, by the dental therapist, and sent home to parents via their child. It is the parent's responsibility to take their child to the appointment and return them to school. Should you wish to change an appointment time you must do this through the dental clinic. Please sign your child out via the iPad in the front office if attending during school hours.

6.7 CANTEEN INFORMATION

A canteen is in operation at the school Tuesday through to Friday and is located near the lunch undercover area. Lunches and snack type foods are available at morning recess. There is a canteen menu available in the front office and on the school website.

Children may order their lunch from the school canteen on Tuesday to Friday. Please order online before 8.45am that day. Lunches are delivered to the classroom (at the designated lunch time).

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7.0 COMMUNITY ENGAGEMENT

7.1 P & C ASSOCIATION

All parents are eligible to join the P and C Association (Parents & Citizens Association). Membership costs \$1.00 per year per person and can be paid to the treasurer prior to the commencement of any meeting.

The Aims of the P & C are to:

- a) Provide input to school policy.
- b) Raise money to provide materials and resources for the children.
- c) Provide a forum for parents and staff.

Parents are requested to support the P & C for the children's benefit. Meetings are held twice per term (7.00pm on Wednesday). Our Parents and Citizens Association asks all families to contribute to their Dollars for Scholars project (\$7.00 per term). This money is used to purchase educational materials and resources for the school. Support for special projects (such as play equipment, shade cover, grounds development, etc.) comes from money gained through the P and C's fund raising.

In order to ensure that the P&C can continue to support the school and the students, they request that each family make an annual voluntary contribution of \$50, \$75 or \$100 per family. Payments by instalments are welcome.

7.2 SCHOOL BOARD

The school operates with a School Board that consists of the Principal, a P & C representative, teachers, parent representatives and a community member where the Board sees this as appropriate.

Meetings are held each term and provide an opportunity for parents to become more closely involved in planning and school decision-making. The Board does not play a role in the day-to-day running of the school (ie. Operational matters).



7.3 PARENT INVOLVEMENT

Class teachers will often request the support of parent/carers with various classroom activities throughout the year. If you have any special skills, interests, talents or ideas that might enrich class learning programs during the year, please share them with the class teacher or school staff. Parents are very welcome to attend excursions and whole school events, such as Athletics carnivals, Winter Carnival. Please let your child's class teacher know if you are available to assist.

8.0 MISCELLANEOUS

8.1 WORKING WITH CHILDREN CHECK (WWCC)

It is a legal requirement that any person, who is working with children, or likely to come into contact with children on a school site, has completed the Parent & Child Volunteer Declaration Form and has a valid Working With Children Check card (WWC). WWC card does not apply to parents who are helping at the school that their child attends or to volunteers under 18 years of age. However the Parent & Child Volunteer Declaration Form must still be completed.

Working With Children Check card **does** apply to grandparents and other extended family members, parents involved in any overnight camps and anyone on the school site in a paid capacity (even if they are also a parent).

8.2 LOST PROPERTY

Apart from valuables, children are instructed to leave any items found, where they are. With this policy, children who lose items are able to return to where it has been left and reclaim the item. At the end of the day, items will be collected and placed in a lost property box in the office. Parents and children are welcome to check this box when trying to locate missing items. Please label all personal items and clothing.

Kindergarten students are encouraged to put shoes, jumpers etc into their bags as soon as they are removed. Please label ALL items of clothing, including socks etc.

8.3 SCHOOL PROPERTY

All books, games, sports equipment etc. remain the property of the school. Please encourage your child/children to treat them with respect. Damaged or lost items must be replaced. We would also appreciate the return of any equipment that may have come home by accident. Supplies of such goods can deplete rapidly and are not easily replaced. Your support would be greatly appreciated.

8.4 BIRTHDAYS

Birthdays are a wonderful time for children and most children enjoy a small celebration at school. Of course, this is not compulsory. Please advise your teacher if you would like to bring anything in, they can advise you of class numbers and any allergies.

8.5 ENVIRONMENTAL & SUSTAINABLE PRACTICES

Our school is an accredited Waste Wise School and is involved in many environmental and sustainable practices. Many of these programs are linked to programs within the community. Some of our waste recycling programs include waste paper recycling; which targets classroom and office paper product waste and involves the whole of the school, ring pulls off aluminium cans, mobile telephones, batteries, printer and copier cartridges, aluminium coffee pods, plastic bottle tops, Redcycle (soft plastics) and TerraCycle (oral care recycling). The ring pulls are a class project and are utilised for various community projects. Mobile phones are collected and sent to a recycling firm to raise money for the school. Printer and copier cartridges are collected at the office and recycled through Planet Ark. Batteries are sent to Battery World. Plastic bottle caps are used by Envision to make hands for children.

Other projects include: Terra Cycle Recycling collects old toothbrushes and products, Kids Teaching Kids and a School Garden.

8.6 STUDENT FUNDRAISING

Students support various community fundraising events throughout the year.

8.7 REGIONAL STUDENT PROGRAMS FOR TALENTED STUDENTS

PEAC Program

An academic Primary Extension and Academic Challenge (PEAC) program operates for students in Years 5 and 6 who are academically gifted. Students are selected by sitting assessments in year 4. A Year 4 enrichment program also operates within the Bunbury Area.

Instrumental Music Program

Students are given an opportunity to be assessed in Year 4 for the school Year 5 and 6 Instrumental music program. The program operates within the school and offers trumpet, flute and clarinet tuition. Students can continue the program into High School.



School Dress Code Guidelines – Appendix A

Rationale/Purpose

The *School Education Regulations 2000* empowers school communities to develop a dress code for the children attending their school. The regulations allow a school to establish what is safe and appropriate to wear at school and on excursions as well as determine what is inappropriate. The relevant Regulation states:

33. *The following matters may be provided for in a government school's dress code:*

- a) *standards of what is acceptable in relation to the clothing worn by students at the school including headwear or footwear;*
- b) *standards of what is acceptable in relation to other aspects of the personal presentation of students.*

Issues relating to the implementation of a school dress code are covered under Regulations 33 – 36 of the *School Education Regulations 2000*.

The School Board determines the standards of what is acceptable clothing to be worn by students at the school. This includes headwear and footwear, and other aspects of personal presentation of students. Having a policy that acknowledges school community support allows the school to make a clear statement about its expectations of the children in this context.

Benefits of Dress Requirements for students:

Dress requirements for students:

- define the identity of the school with its community
- develop students sense of belonging to the school community'
- provide an opportunity to build school spirit
- promotes sense of inclusiveness, non-discrimination and equal opportunity
- reinforces the perception of the school as an ordered and safe place
- enhance the health and safety of students when involved in school activities
- increase the personal safety of students and staff by allowing easier identification of visitors and potential intruders to the school
- keep cost of school outfits within reasonable limits for parent/scarers
- students learn the importance of appropriate presentation and grooming
- students learn to engage with the community

The Department of Education's **Dress Requirements for Students** states:

"Denim items must be excluded from all school dress codes and uniforms"

Policy Details

The Bunbury Primary school uniform consists of:

Summer Uniform:

- BPS Red (polo style) short sleeve polo with school logo
- BPS Black and Red school polo shirt (Year 6 only)
- Red Checkered dress
- BPS Black skorts skirt
- BPS Black Basketball shorts (airflow)
- BPS Red Tracksuit Jacket
- Black Hat Broad brimmed or bucket

Winter Uniform:

- BPS Red Tracksuit Jacket
- BPS Red Polar Fleece Jumper
- BPS Red (polo style) short sleeve polo with school logo
- BPS Black and Red school polo shirt (Year 6 only)
- Black Basketball shorts (airflow)
- Black Tracksuit Pants or leggings *
- Black Hat Broad brimmed or bucket
- BPS Black Wet Weather Jacket

Please Note: A black or red skivvy can be worn for extra warmth under Bunbury Primary School polo shirts.

* Leggings and tights are different items of clothing. Tights are only to be worn for extra warmth under another garment.

In School Faction Sports: Polo shirt (single coloured) in faction colours: yellow, blue, green or red.

Interschool Sports Representation

- The school provides school shirts for: e.g. Cross country, Soccer, Hockey, Football, Netball

- The school uniform is also used for any interschool sporting events or carnivals. Students representing the school must wear school uniform at any school representation events.

Headwear:

- Headwear needs to be plain and purposeful (not decorative) and reflect school colours (this includes headbands, ribbons, hijabs)
- Sunsafe hats are defined as broad black brimmed hats or bucket type (see sunsafe section)
- Long hair (past shoulder length) to be tied back. This applies to both boys and girls.

Guidelines

- Students are encouraged to wear school uniform to school each day;
- Students will be required to wear school uniform when on school excursions or representing the school in public forums.

Footwear:

- Students need to wear appropriate footwear for the activities in which they are involved:
- Standard school shoes/joggers or sandals-with ankle strap. (Skate shoes, bright coloured, slip on shoes or fashion shoes are not part of the school uniform.)
- White or black ankle length socks need to be worn with shoes and joggers.

Sunsafe:

- Students **must** wear sunsafe hats whilst engaging in outdoor activities, play, recreation and breaks. Sunsafe hats are defined as broad black brimmed hats or bucket type. Students who fail to wear suitable sunsafe hats will be excluded from engaging in outdoor activities until they are equipped with the headwear. The Principal and Teachers can grant exemptions for certain activities in which the wearing of a hat is impractical; for example, athletics events.

Jewellery:

For reasons of safety:

- Sleepers and stud earrings are acceptable
- Any items that are likely to catch or snag are not to be worn. This includes fashion wrist jewellery such as bands and/or bracelets.
- Necklaces should not be worn (unless for medical reasons).
- Any external body piercing needs to be covered.

Make Up:

Make up is not to be worn at school except where foundation is required for cosmetic reasons, and this has been discussed with the Principal or Associate Principal.

Exemptions and Non-Compliance

Exemptions

A parent/carer may apply to the principal (on behalf of their child) for an exemption from aspects of the dress code on any of the following grounds:

- A matter relating to the child's health;
- A matter relating to religious beliefs of the child or their family;
- A matter relating to the cultural background of the child or their family; and,
- Any other matter which, in the principal's opinion, is sufficient to exempt the child from complying with the requirements.

Exemptions may be granted on a permanent, defined-period or conditional basis and can be revoked by the principal at any time.

Non-Compliance with Dress Code Requirements:

Where a student is not following the school dress code (unless they have an exemption):

- A school Uniform Note will be sent home (*see Appendix 1*)
- The matter will be discussed with their parent/carer;
- The student and their family will be encouraged and counselled to meet the requirements of the dress code (in a positive and caring way, resolving any concerns);
- Students will be unable to publicly represent the school or attend an excursion (unless it is part of the essential educational programme of the school); and

See DOE Dress Requirements for Students in WA public schools for further information.

Support and Assistance

- The school community offers assistance and support to students and their families where difficulties with compliance arise. Parents/carers will need to discuss any assistance or support needed with the school principal and/or associate principal.

School uniform Shop provides low cost items through:

- bulk purchasing arrangements
- clothing exchanges.



School Homework Guidelines – Appendix B

Rationale/Purpose

The purpose of this policy document is to lay out some clear parameters within which teachers and parents/carers can deliver upon their shared responsibilities in the education of each child. These parameters will reflect the diversity of the children in our school, acknowledge the complexities of out of school life and give a level of flexibility for individual teaching styles.

Homework should be viewed as a point where the school and the home clearly meet in their shared responsibility for each child's learning. This shared responsibility needs to acknowledge the role and rights of each other. Schools are aware of the pressures homework can create in the home when it competes against the gamut of out of school activities children are involved in, the time demands on parents/carers and the need for families to interact informally and to establish an appropriate place for homework completion.

Parents/Carers need to:

- be aware teachers differ in the ways they structure their teaching and learning programmes to achieve the same outcomes for children.
- consider that educators have differing views on the usefulness of traditional homework
- be aware that our homework policy is based on the latest research about effective homework programmes.
- know we acknowledge that learning takes place at home and at school. Many aspects of this homework policy are based on experiences that produce well rounded individuals.
- indicate to the teacher if they have any concerns regarding their child participating in any aspect of their child's class home work programme

Homework can be an opportunity for parents/carers to participate in their child's education. The following activities form part of their homework programme:

- Playing games, kicking a ball around, helping around the house, taking on responsibilities, helping others and exercising are learning opportunities available to all children.
- Talking or asking questions with an adult about something they did during the school day.

Home Reading is an essential part of all children's progress and learning. It needs to occur every day and can take the form of:

- reading set material,
- reading aloud or silently,
- reading for pleasure
- being read to by an adult or sibling.

Policy Details & Guidelines

At Bunbury Primary School we have broadened the definition of Homework to Home Work. The Home Work grid approach will be used as part of the school policy. It will provide a balance between academic and the development of social and emotional skills. The school values working together with parents as partners in their children's education and the importance of family time.

The Home Work Grid encourages children to complete other simple home tasks and gives them a role of responsibility within their family.

- Any home work expectations by a teacher or a parent must take into consideration the child's social, emotional, civic and academic development;
- Teachers will consider the rationale, details and guidelines of this policy, and incorporate it when informing parents/carers and children of what their homework expectations are;
- Research for class projects can be set as home work to promote self planned, individual study essential for early and late phases of adolescence;
- Incomplete class work (where there was adequate time to complete it) can be sent home for completion.

- Timeframe to complete a Homework Grid should be a minimum of 7 days eg. Monday to Monday.

Support and Assistance

See Ian Lillico's book for ideas and appendix for examples of Homework Grids

Read a variety of books including school books	Be read to by another member of the family	Shopping with parents
Physical activity/ Sport Training	Homework	Art
Teach your Parents Something you were taught at school	Play a game with an adult	Assignments/Project research
Meditation/Spiritual/Relaxation	Use Computer for work.	Cultural/Music practice

Resources

- Ian Lillico Homework Grids
- BPS School Examples Across Year Levels
- Internet examples of Homework Grids