



Bundeena Public School

Information Book





Bundeena Public School is located in southern Sydney surrounded by the Royal National Park. We deliver quality education programs that are enhanced by the stunning environment.

The school is a focal point for the community and caters for students Kindergarten to Year 6.

Bundeena Public School has strong community ties and is supported by a dedicated P&C. Our school motto '**live for life**' encapsulates our belief in developing students to be safe, respectful, and active learners.

Our programs provide students with access to technology, strong social networks, a range of leadership opportunities and a creative and practical arts program that is valued within the wider school community.

To support our parents, an Out of School Hours service run by *Their Care* operates on site.

Bundeena Public School's shared culture of high expectations and delivery of explicit teaching, inspires academic excellence. Our dedication to wellbeing and knowledge of how students learn helps to ensure that each student maximises his or her potential at BPS.

Welcome to Bundeena Public School,

Sally Kelly
Principal

Our School Vision

A shared culture of high expectations inspires academic excellence and wellbeing, so every student maximises their potential.

Our school motto is '*live for life*' and our students are encouraged to participate in all school activities with pride.



School History

Our school first began on the 14th September 1948.

"The school is to be carried on in the R.S.L. hall until such time as a more permanent building can be erected. Forty four pupils registered during the first week."

The school was officially opened in 1949 with Mr. Leslie J. Sandow as the Teacher-in-Charge. The present site in Scarborough Street was not occupied until the 1950's.

School Badge

Our school badge was designed in 2008 by Deborah Barrett and Corinne Hemsley.



The illustrations on our school badge are iconic to Bundeena. The ferry has been providing transport between Bundeena and Cronulla for over 60 years. The scribbly gum tree is a common tree in the local area and there are many of them in our school playground. Our school motto is *'Live for Life'*

School Song

*Bundeena children are proud to proclaim
The glory and fame of our wonderful name.
We'll work and we'll play with our spirit so true
Under our banner of red and of blue.
No matter what odds, we'll face them all squarely
Win if we can, but play the game fairly.
Always our best for our school we will give
And cherish its memory as long as we live.*



Positive Behaviour for Learning (PBL)

At Bundeena Public School we are committed to creating quality learning opportunities for students. The concept of wellbeing has become a powerful force in students' learning and development.

Our commitment to students, parents and members of the community in enabling the development of healthy, happy, engaged and productive individuals is shown through our engagement in three focus areas.

PBL is an evidence-based whole school program to improve learning outcomes for all students. The framework addresses social, behavioural and academic outcomes. It is a consistent school-wide system of support that helps define, teach and support appropriate behaviours, creating a positive school environment.

Our practices and expectations are designed to support the three fundamentals of **Connect, Succeed and Thrive** in the school environment.

At Bundeena Public School, students follow our three expectations:

BE SAFE

BE RESPECTFUL

BE AN ACTIVE LEARNER

These expectations are explicitly taught in classroom lessons and support a shared language for behaviour and learning across the school.

“Everyone enters the world with potential. Our experiences develop our abilities and shape our expectations, which in turn colour our perceptions of the world in which we live.

When individuals are empowered to have control over lived experiences, they build their own resilience and in turn contribute positively to collective wellbeing and an inclusive community”.

Positive Behaviour for Learning



ALL SETTINGS

Be Safe
Be Respectful
Be an Active Learner

BE SAFE



- Be in the right place at the right time
- Report problems
- Behave sensibly and safely
- Follow teacher directions
- Stay in bounds
- Use equipment appropriately

BE RESPECTFUL



- Treat others fairly
- Accept consequences
- Listen, speak and act politely
- Be a proud member of the school community
- Show kindness, care and compassion to all
- Be honest

BE AN ACTIVE LEARNER



- Be equipped, prepared and ready to learn
- Strive to achieve personal best
- Be a cooperative team member
- Accept change and advice
- Be responsible

PAX at BPS - Peace, Productivity, Health, Happiness

At Bundeena Public School we are using a tool called the **PAX Good Behaviour Game** in our classrooms.

The PAX Good Behaviour Game is an evidence-based intervention used by teachers as part of their daily management of the classroom.

It consists of a set of strategies that help teachers support students in:







- Giving focused attention
- Working as part of a team
- Staying on task
- Limiting problematic behaviour
- Transitioning from one task to another

The PAX Good Behaviour Game is the single most proven classroom-based preventive intervention and improves an array of outcomes for teachers, students, families, and communities.

When teachers use PAX in the classroom, students develop and improve self-regulation. This has lasting effects beyond academic and behavioural success.

We use these proven strategies during regular classroom instruction to improve student relationships and increase our meaningful learning time.

Below you will find a list of various PAX strategies we are using in the classroom and throughout the school.

PAX Strategy	What is it?	Benefits	Ask Your Child
PAX Vision 	PAX Vision is a strategy used to set clear expectations for what we want to see, hear, feel, and do more or less of during an activity.	PAX Vision helps students cooperate more consistently with expectations and complete requests with less reminding.	What were the good things everyone wanted more of in the PAX Vision? What were some things everyone wanted to do less of in the PAX Vision?
PAX Stix 	PAX Stix is a strategy to increase fairness, attention, and participation.	PAX Stix are used to select students for tasks or answering questions.	When did your teacher use PAX Stix today? How did it go? If you get called on and need help, who do you think you will ask?
Beat the Timer 	Beat the Timer is a strategy used to help students complete tasks quickly, efficiently, and safely.	Beat the Timer helps students stay on task longer and follow directions more completely.	When did you get to play Beat the Timer today? When do you think we could play Beat the Timer at home?
Tootle Notes 	Tootle Notes are a strategy used to help children learn to recognize the good and improvement in one another.	Tootle Notes help students compliment one another rather than tattle and also resist bullying.	Who did you write a Tootle Note to and what for? Who do you think we could write a Tootle Note for together?
Granny's Wacky Prizes 	Granny's Wacky Prizes are quick, active, fun rewards for a job well done.	Granny's Wacky Prizes teach students that working hard, working together, and making good decisions benefits everyone.	What Granny's Wacky Prize did you get today? What is your favorite Granny's Wacky Prize?
PAX OK/Not OK 	PAX OK/Not OK is a strategy used to deliver non-verbal feedback to students.	PAX OK/Not OK teaches students to accept feedback both publicly and privately.	What kinds of things make your teacher use OK-Go PAX? What kinds of things need fixed?

Awards

Achievement Award

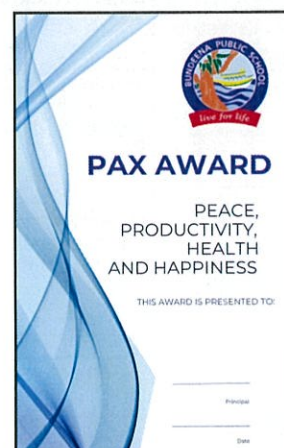
To develop self-discipline and a productive learning environment, students are rewarded for personal achievement, improvement, good behaviour and honesty.

At BPS, we use a levelled award scheme, where five Achievement Awards equal one Principal's Award and five Principal's Awards equal a School Award - a banner and a badge. Students strive hard to achieve our prestigious school award throughout their schooling at Bundeena Public School. This award is presented at a K - 6 assembly.



PAX Award

This award is presented at the K - 6 assembly to students who display exemplary behaviours in citizenship, community service or the school core values.





School Routine

TIME	ROUTINE
8:30am - 8:55am	Teacher supervision in the playground
8:55am -10:55am	Morning learning session
10:55am 11:20am	Recess break
11:20am 12:50pm	Middle learning session
12:50pm - 1:30pm	Lunch Break
1:30pm - 2:50pm	Afternoon learning session

In addition to these break times, students participate in *Crunch & Sip*. This is when the students eat fruit or vegetables and have a drink of water whilst continuing with their classwork. This break is usually around 10:00am each morning.

It is important to note the playground will not be supervised before 8:30am or after 2:50pm. Your child should not be in the playground when it is unsupervised unless with a parent or to attend an approved school event.

When the bell sounds at 8:55am students proceed straight to their classroom with the exception of Monday's when students line up on the volley ball court for a morning assembly.

During extreme weather the students are supervised under the COLA (covered outdoor learning area), in the Hall or in classrooms.

Students who catch the bus home are supervised by a staff member from 2:50pm until the bus leaves.

To keep our students safe, please obey all traffic regulations around the school. Parents are not permitted to park their car in the school grounds **under any circumstances** between the hours of 8:00am and 3:30pm.



School Programs

Bundeena Public School runs a range of school programs which students can access. Some of these are briefly outlined in this booklet. Others you will hear about via Scribbly News, our school newsletter and our Facebook page.

Technology in classrooms

Our classrooms have a wireless environment, and students use tablets and laptops to research and engage in technology enabled learning.

All students have a personal DoE issued email address which may be used for communication.

Public Speaking

Every student has the opportunity to develop public speaking skills and compete at class and stage levels.

Successful students from Years 1-6 represent BPS in the Southern Sydney Schools Public Speaking Competition.

Creative and Practical Arts

Students are given opportunities to participate in a range of creative activities.

Choir and dance groups perform at the Sutherland Shire Schools Music Festival and at school events.

Students also experience a varied art curriculum and have opportunities to enter art programs and competitions.

Excursions and Incursions

At BPS we believe learning is enhanced through direct experience.

This is provided through performance groups visiting our school as well as class excursions and camps.

Student Representative Council

Our student representative council (SRC), made up of representatives from each class, and headed by our School Captains and Prefects, meets regularly to discuss students' ideas and suggestions.

The SRC provides an excellent opportunity for students to participate in decision making in the school.

Sport

At Bundeena Public School we have a comprehensive sport program which includes a variety of sports and fitness.

Years 3-6 are offered a range of opportunities to participate in different sports each term. These include both school and beach sports. Other programs *may* include gymnastics, cricket and sea kayaking.

All students participate in our cross country. From 8 years of age they compete in our school carnivals for swimming and athletics. From there they may gain selection to represent at the zone and regional carnivals.

Our sport houses are **Bankisia**, **Jacaranda**, **Kurrajong** and **Waratah**. Students are assigned their house upon enrolment. All siblings will be placed in the same house.

Assessment and Reporting

A written report is sent home twice a year for all students. In addition, Parent/Teacher Interviews are scheduled at the end of Term 1 to enable parents/carers to discuss their child's progress with the class teacher.

In Kindergarten, each student is assessed individually in literacy and numeracy within their first 5 weeks of school. This assessment is called **Best Start** and parent/carers will receive their child's report in Term 1.

Our Kindergarten report has three levels:

Working Beyond, Achieved and Working Towards in English and Mathematics.

Our Year 1 - 6 report has five levels:

Outstanding, High, Sound, Basic and Limited.

Teacher comments and an effort scale are used to describe student results in other learning areas. These levels are set by the Department of Education.

Parents/carers are welcome at any time to seek an interview with teachers and/or the Principal, to discuss any aspect of schooling which might be causing them concern. Please ring and make an appointment through the school office.

National Assessment Program - Literacy and Numeracy (NAPLAN) Online

NAPLAN external testing is conducted in March to test aspects of literacy and numeracy. These tests are held when students are in years 3, 5, 7 and 9. NAPLAN results will be reported to parents directly.

Check in Assessments (Reading & Numeracy)

are completed at regular intervals throughout the year for students in Years 3-6. Students in Year 6 also complete a **writing** assessment.

Buddy Program

Our Early Stage 1 and Stage 3 students participate in a *Buddy Program* which assists our Kinders to settle into their first year at school.

Our senior students develop a caring relationship with their young buddies assisting them in various activities throughout the year.

Library

At Bundeena Public School, library days are Tuesdays and Wednesdays. Our library has a large range of fiction and non-fiction books and students are encouraged to borrow each week to assist with their reading skills.

Shire Library

We are fortunate to be able to access the facilities of the Shire Library, allowing students to have a greater selection of books.

Hours

Mondays and Wednesdays 3:00pm - 8:30pm

Saturdays 9:00am - 12:00pm

Special Religious Education/ Ethics Education

Our SRE program is scheduled to run every Tuesday, offering classes in Combined Anglican or Catholic Scripture and Ethics. Students attend a class appropriate to their grade and denomination.

Students not attending these classes are supervised by a teacher, and participate in other meaningful activities.

Our SRE program relies on the availability of certified educators supplied/endorsed by the Christian SRE and Primary Ethics Ltd.



School Procedures

School Office

The school office is open from 8:00am to 3:00pm, Monday to Friday. **Ph: 9527 2133.**

The Office staff can assist you with any enquiries you may have, including:

- Enrolment information
- Student health/medical conditions and care
- Appointments with teachers or Principal
- All school administration matters

Attendance

Regular school attendance and punctuality are necessary for students to succeed at school. Government legislation requires that teachers must be notified when a child has been absent from school.

The school will send an SMS (text message) to the designated mobile phone every day that your child is absent. Please reply to the SMS with the reason for the absence, no further notification is then required.

In the event of an absence longer than two days, please advise the school office by phone or email.

Parents/carers are urged not to take lengthy family holidays during the school term so as not to disrupt the students' learning. If a holiday is planned and your child/ren will be absent from school for more than fifteen days, an *Application for Extended Leave Travel* form must be completed to receive Principal approval. If approved, a certificate will be issued. Applications can be obtained from the school office or via *School Bytes*.

Late arrival or early departure

Arriving to school on time is important to establish a routine for your child's school day and to ensure the learning of classmates is not disrupted.

If a student arrives late for school, they must present to the school office where a late note will be issued and the day's attendance record will be amended.

If you need to collect your child during school hours, it is advised to send a note to their teacher on the day. The teacher will send the student to the office at the designated time for collection by parent/carer. If the student is to be collected by someone else, authorisation **must** be given to the office prior to collection and ID **must** be shown at the time of collection.

Late arrivals and early departures are recorded as partial absences.

School Payments

School activities and fees are advised through an itemised *Semester Costs* note via the *School Bytes* system.

A statement of account will be emailed to parents/carers. Payments can be made either using the link or through the *School Bytes* App.

If you wish to pay by cash or cheque, please place it in a sealed envelope with the student's name and details of the costs being paid. There is a mail chute under the front desk in the office for students to place these payments.

To save on waste, we no longer issue receipts for payments received unless requested, please phone or email the office if you require one.



Student Wellbeing

Allergy Alert

At BPS we have students who are allergic to nut products. We request that nuts, Peanut Butter and Nutella are not included in students lunches.

Students with a Health Condition

Students who suffer with a health condition such as anaphylaxis or asthma must complete a *Department of Education Health Care Plan*. This plan details the health condition and the emergency treatment required.

A plan will be arranged by the office and **must be completed and signed by the student's doctor.**

Parents/carers are required by Law to supply the school with a current plan and in date medication/s.

Medications at School

The school is **not** permitted to dispense general medication. If your child becomes sick or hurt at school, the office staff will call you immediately to come and collect them.

If a student requires over the counter pain relief for pain for an injury or dental issue, parent/carer may present to the office and administer the medication themselves.

Students who are required to take a prescribed medication, must have a

completed Administration of Prescribed Medication at School form, with the instructions from their doctor. Medication must be supplied in its original packaging with the student's name and prescription label attached.

All medications will be stored in the office. Students who require an EpiPen or asthma reliever puffer may also carry a secondary supply in their bag if written permission has been received from parent/carer to the school.

School Uniform

Our school uniform distinguishes each student as a member of the Bundeena Public School community. Students are encouraged to wear their school uniform proudly.

Students are to wear Summer uniform in Terms 1 and 4, Winter uniform in Terms 2 and 3 and Sport uniform every Friday and other days when required for participation in special sporting events or activities.

Lost Property

Please ensure **all** of your child's belongings are clearly labelled with their name. Lost property, for items that are not labelled, is located on the verandah outside the office.

We take **no** responsibility for damage to or loss of property at school. Students are discouraged from bringing precious items, such as toys and jewellery to school, as they become upset if the items are lost or damaged.

Student Support

The Learning Support Team (LaST) facilitates and coordinates a whole school approach to meeting the needs of students with additional needs at our school.

Support may include:

High Potential & Gifted Education

Assistance for identified students who require additional support beyond the differentiated curriculum and are operating above stage outcomes.

Learning and Support Teacher (LaST)

Assistance for students experiencing difficulties with learning and/or behaviour.

School Counsellor

Assistance for students who are referred by the Learning Support Team for academic or social concerns.

The school counsellor is available one day per fortnight. Parents may request an appointment with the School Counsellor regarding their child.

School Learning Support Officer (SLSO)

Under the supervision and direction of teachers, SLSOs are sometimes employed to provide additional support within the classroom.

Wellbeing Officer

Our Wellbeing Officer works closely with the Learning and Support Team and delivers student resilience and wellbeing services.

Canteen



Bundeena Bites is our P&C operated Canteen which is serviced by a dedicated Canteen Committee.

It operates on Mondays, Wednesdays and Fridays at recess and lunch. The canteen offers an extensive menu and a "Friday Special", which is posted on Facebook and in the newsletter.

Our school canteen adheres to the Healthy Canteen in Schools program and all food is made on site. The last day of every term is a "Red" day where occasional special foods can be purchased.

Lunch orders can be placed via the canteen using a paper bag with the student's name, class and order **clearly** written on it and with money folded inside, or online via *QuickCliq*. If you are paying in cash, please try to send the correct money as change can be limited.

Parents/carers are also asked to volunteer if possible, to help keep the canteen operation costs to a minimum. Please phone the school office if you can spare a few hours once or twice a term to help out. Your presence in the canteen will also make your child's day. There's nothing as special as having a family member in the canteen. It is also a great way to engage with the BPS community.

NSW Department of Education

Behaviour code for students



Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning

ANTI-BULLYING PLAN 2024

Bundeena Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Bundeena Public School

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Terms 1-4	Behaviour code for students, Cyber safety
Terms 1-4	PBL and PAX systems and processes discussed and revised with staff, students and parents
Term 1	Harmony Day performance linked to Anti bullying and participating in National Day of Action
Term 4	Participate in Walk for Respectful relationships

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	PBL/PAX expectations and Anti bullying Plan refreshers for all staff
Terms 1-4	PAX committee meetings and LST meetings
Terms 1-4	Wellbeing Officer supports students and staff with professional learning and teired SEL support
Term 1-4	New teachers induction

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Information is provided in a handout to staff by admin officers when they enter on duty at the school
- Casual staff receive a folder with student information including medical needs, relevant classroom structures, student management plans and reward systems
- An executive staff member speaks to any new and casual staff when they enter on duty at the school to discuss relevant information and details
- the executive explains whole school systems and structures including whole school behaviour management processes, PBL systems and PAX classroom behaviour management strategies
- New staff are allocated a mentor to support them with whole school procedures and offered professional learning where necessary
- Through beginning teacher funding, teachers requiring accreditation are given their allocated time to work with executive and staff and observe other class teachers
- Playground structures are explained to new and casual staff

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- ☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Terms 1-4	P&C Meetings held monthly
Terms 1-4	Fortnightly newsletter to communicate PBL/PAX and anti-bullying strategies
Terms 1-4	Ongoing Facebook page updates on Anti-bullying policies and online safety. See Saw to share student work samples
Terms 1-4	Assemblies 2x each term

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Each classroom has a reporting box and SRC discuss any issues of concern on a fortnightly basis
- The Wellbeing officer is available for individual or groups of students to participate in SEL lessons
- School is registered for National Day of Action and develop a pledge to present at a special assembly
- Police Youth Liaison officer invited to talk to Stage 3 students and parents about cyber bullying- as required
- All stage 2 and 3 students participate in online cyber safety modules at the beginning of the year
- BYOD user agreements include responsible internet user clause
- NAIDOC Week and Grand friends Day to promote and celebrate cultural diversity

Completed by: Sally Kelly, Paula McAree, Brenton Sweet, Jodie Sheehy

Position: Principal

Signature: Date: 31.01.2024

Principal name: Sally Kelly

Signature: Date: 31.01.2024



Bundeena Public School

Code of Conduct for Parents/Visitors

Schools should be places where students, staff, parents and visitors to the school should feel safe and happy. Ensuring that our school remains a pleasant and safe place for all is the responsibility of all who enter the school grounds.

A code of conduct for parents and visitors ensures that everyone who visits the school site can do so in a safe and harmonious manner and to ensure that students, staff, parents and other visitors are not subjected to aggressive, hostile or violent behaviours.

Parents and visitors to the school are expected to:

1. Treat all persons associated with the school with respect and courtesy
2. Ensure their child/children are punctual to class
3. Make appointments in advance of expecting to obtain an interview
4. Leave the grounds when requested
5. Allow staff to supervise, investigate and manage students without interference
6. Make complaints or discuss issues and concerns about the school, staff or students through the correct procedures
7. Follow school procedures governing entry and behaviour on school grounds, including any restrictions that may be imposed.

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include, but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time-wasting communication.

Your co-operation is sought in maintaining a safe school.

Sally Kelly
Principal



Communicating With Our School

From time to time, parents or other members of the school community may need to approach the school to:

- Discuss the progress or wellbeing of their child
- Express concern about the actions of other students
- Enquire about school policy or practice
- Express concern about the actions of staff.

It is therefore necessary to have procedures that are based on mutual respect, have a restorative focus and aim to solve problems as soon as possible so that a safe and harmonious school environment is maintained.

These guidelines aim to:

- ensure that concerns are dealt with in a calm and fair manner.
- ensure that the rights of students, teachers and parents are respected and upheld.
- support sensitivity and confidentiality
- help reach an agreed solution

On occasion, concerns may cause frustration and anxiety. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

NB: No parent should directly approach another person's child. The school will deal with issues between students as part of the school's Wellbeing Policy.

CONCERN	APPROPRIATE ACTION
The academic progress of own child	*Directly contact the child's teacher either by note, by phone or in person to arrange a mutually suitable time to discuss any issues.
The wellbeing of own child	*For minor issues directly contact your child's teacher to clarify information. *For more serious concerns, contact the office. State the nature of the concern and arrange a suitable time to talk with the class teacher or appropriate staff member. *To convey information about a change of address, telephone number, emergency contact, custody details, health issues etc please contact the office.
Actions of other students	*Contact the class teacher for a classroom problem. *Contact the stage supervisor or principal for playground problems.
School policy or practice	*Contact the office. State the nature of the concern and make an appointment to see the principal and/or appropriate member of staff.
Actions of a staff member	*Contact the office and state the concerns to the principal. *Arrange to meet directly with the principal and/or staff member con-



Bundeena Public School

Implementation of the NSW DoE Homework Policy

Developed 2019

Review date 2023

Next Review 2025

Rationale

Homework is defined as any task assigned by school teachers intended for students to carry out during non-school hours and designed to meet specific learning goals. (DoE 2012)

Homework needs to be meaningful and relevant, catering to all intelligences and individual learning styles. It can provide important opportunities for parents to share their child's education. **All homework is optional.**

This policy clarifies a consistent and manageable whole school approach to student homework K-6 at Bundeena Public School. The policy is written to ensure that homework is "purposeful and relevant to student needs and that it should not jeopardise the right of children to enjoy a balanced lifestyle" (Dixon, 2007).

Policy Statement

In 2023 the school community was consulted to determine homework expectations. Key messages from parents, staff and students were: our school community supports the provision of homework; students need enough time to complete homework; homework should have activities which motivate students and include the practice of reading, maths, speaking and listening and hands on experiences. The aim of the Homework Policy is to create consistency across Bundeena Public School. 91% of our parent community who responded to our survey believed that reading was the most relevant homework for their child.

Guidelines

Student homework at Bundeena PS will be:

- appropriate for each student's age and ability
- relevant to each student's needs
- purposeful and designed to meet specific learning goals
- varied and challenging, but achievable
- built on knowledge, skills and understanding developed in class
- clearly stated and requirements made explicit during class time
- supported by teacher strategies for students having difficulties with homework
- considerate of students' access to resources and technology beyond school
- considerate of students' outside of school hours commitments

Role of the Principal

The Principal of Bundeena Public School will:

- develop a Homework Policy, in consultation with their school community.
- communicate the Homework Policy to staff students, parents/caregivers.
- monitor and support teachers in the implementation of the Homework Policy.
- ensure that homework is consistent with the school's learning goals.
- support the need for balance between homework and the many other commitments in students' lives.
- provide mechanisms for teachers and parents/caregivers to communicate about homework.
- recognise that some parents/caregivers may not agree with the school policy on homework. This may necessitate the development of alternative strategies.

Role of the Teacher

Teachers at Bundeena Public School will:

- implement the school's Homework Policy.
- communicate expectations of homework to students and parents/caregivers, including due dates etc.
- ensure resources and materials are easily accessible for students.
- support students having difficulties with homework.
- discuss and review homework practices with colleagues and how they reflect literature evidence.

Role of the Parent/Caregiver

Parent/Caregivers play an important role in encouraging homework completion. Parents and caregivers will therefore be informed of any changes to homework routines.

- While homework is designed for students to complete independently, parents and carers are encouraged to be involved with their child's homework.
- Parents should encourage their child to complete and submit the homework.
- Parents should encourage their child to 'have a go' before stepping in and aiding.
- Parents should notify the teacher if there are any difficulties with the tasks set.
- Parents should sign any documentation requiring a signature eg reading log
- Parents are invited to provide feedback to their child/teacher
- Parents are encouraged to set an environment and routine at home that fits their family and homework requirements.

Role of the Student

Students of Bundeena Public School will:

- students need to make sure that they take home all required resources to complete their homework.
- students need to manage their time so there is no panic when homework is due.

Grade/Stage Guidelines—Suggested Optional Homework Activities include;

GRADE	ACTIVITY	DURATION
Early Stage 1 Kindergarten	In general, students are not expected to complete formal homework in kindergarten. Students will be given home readers to support their learning in class. These should be read each night.	10 mins/night
Stage 1 Years 1 and 2	<ul style="list-style-type: none">• Home Reading and completion of a reading log• News Topics/ Public Speaking• Matific/Soundwaves (optional, device required)	15 mins/night
Stage 2 Years 3 and 4	<ul style="list-style-type: none">• Home Reading and completion of a reading log and/or online quizzes through the Literacy Pro website)• News Topics/ Public Speaking• Matific/Soundwaves (optional, device required)	20 mins/night
Stage 3 Years 5 and 6	<ul style="list-style-type: none">• Home Reading and completion of a reading log and/or online quizzes through the Literacy Pro website)• News Topics/ Public Speaking• 1 research task per semester• Matific/Soundwaves (optional, device required)	25 mins/night

Informing and reporting

Students and parents/caregivers are responsible for the completion of homework.

Teachers will not impose punishments for incomplete homework.

A copy of the Homework Policy will be provided to parents at enrolment and will be available on the school website. This Policy will be discussed at the beginning of each year during Meet the Teacher Evening.

Monitoring, Evaluation and Review

The Homework Policy is monitored by the school leadership team. Feedback from staff, students and parents will be discussed at stage, parent and executive meetings as issues arise. The policy will be reviewed by school staff biannually for updating through parent, student, and staff surveys.



Bundeena Public School

Digital Devices at School Guidelines

Introduction

We understand that parents and carers may rely on their child having a mobile phone or similar in order to contact them before or after school, for example to coordinate and organise transport home at the end of the day. Therefore, these guidelines only restrict the use of digital technologies during school time if not used for learning or wellbeing purposes.

Digital devices are the tools we use to connect to the internet or communicate with other people. As more devices become internet-capable, it's an impossible task to try and define every possible piece of hardware that can connect to the internet or to another device. The same thing is true with all the new websites, apps, games, social media, and other online services that are appearing and disappearing every day.

A digital device is any electronic device that can receive, store, process and share digital information, e.g desktops, laptops, tablets, smartwatches, smartphones.

Digital Devices at school include:

- Personal devices like mobile phones, tablets, laptops and smart watches that a student may bring to school
- School- provided devices
- Personal devices students bring to school as part of a BYOD program

Inappropriate use of digital devices will include students using them to bully, intimidate or otherwise harass other people through SMS or text message, photographic, video or other data transfer system available on the phone. This type of misuse will be dealt with under the BPS Anti- Bullying Plan.

Guidelines for use (Not including digital devices used in the BYOD Program)

- It is recommended that all digital devices should be kept in schoolbags while walking or travelling to school by bus. (including digital devices used in the BYOD program)
- Digital devices are restricted during class, at recess and at lunch unless approved by the principal for an educational purpose where use forms part of a **reasonable** adjustment for student learning and wellbeing.
- Digital devices should be signed in at the office where they will be securely stored until they are collected at the end of the day
- Students are not to take digital devices, other than a camera, on overnight excursions or discos.
- Students must not lend their devices to another student. The student who owns the device will be held responsible for its use.
- If a digital device is kept in a student's bag or on the student:
 - the school and staff members will not accept any responsibility for any loss or damage to or for investigating loss or damage.
 - they are not to be taken out during school hours under any circumstances. If they are caught doing so their device will be given to the principal and parents will need to collect the device from school.

Introduction and Reinforcement of the Digital Devices at School Guidelines

Teachers will discuss the guidelines with their classes

When inappropriate use is detected it will be dealt with in the terms of the guidelines

The community will be made aware of the guidelines in the weekly newsletter

The guidelines will be given to new enrolments

Future Directions

The school will continue to focus on equipping students with the skills to be safe, responsible and respectful uses of digital technology and online services. BPS will continue to use digital technology to reinforce and complement classroom teaching.



School Community Charter



Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.

Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

To be welcomed into our schools to work in partnership to promote student learning.

Communication from school staff will be timely, polite and informative.

Professional relationships with school staff are based on transparency, honesty and mutual respect.

To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **Together** with the school



Ensuring respectful learning environments for all members of NSW Public Schools communities



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

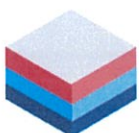
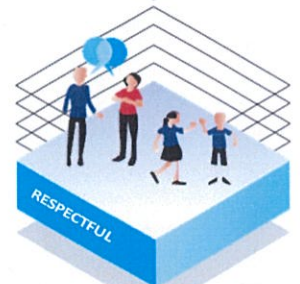
Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au



"Star of the Seas"

By Kayla

Year 6, 2024