



Banora Point | Handbook

Primary School

Engaging minds, Empowering success

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School Song

Lives are in the making here
Hearts are in the waking here
Mighty undertaking here
Up and On!

(Chorus)

*Up, then! Truest fame
Lies in high endeavour
Play the game! Keep the flame
Burning brightly ever!*



We are arming for the fight
Pressing on with all our might
Pluming wings for higher flight
Up and On!
(Chorus)

Fair before us lies the way
Time for work and time for play
Fill the measure while we may
Up and On!
(Chorus)

Ever onward to the fight
Ever upward to the light
Ever true to God and Right
Up and On!
(Chorus)



Advance Australia Fair

Australians all let us rejoice
For we are young and free
We've golden soil and wealth for toil
Our home is girt by sea
Our land abounds in nature's gifts
Of beauty rich and rare
In history's page, let every stage
Advance Australia Fair!

In joyful strains then let us sing **Advance Australia Fair!**

Beneath our radiant Southern Cross
We'll toil with heart and hands
To make this Commonwealth of ours
Renowned of all the lands
For those who've come across the seas
We've boundless plains to share
With courage let us all combine
Advance Australia Fair!

In joyful strains then let us sing **Advance Australia Fair!**

Our 2017 School Staff proudly consists of the following:

Acting Principal	Mrs Joanna Henderson
Relieving Principal	Mrs Hilary Dance-Wilson
Assistant Principals	Mrs Nicole Crawford, Mrs Rebecca Mander(Relieving) Miss Therasa Trew, Ms Elana Sampson, Mrs Donna Germany(Relieving)

CLASSROOM TEACHERS:

Kindergarten	Mrs Donna Germany Mrs Angela Hackett Ms Theresa Davern Mrs Jan O'Donohue	
Stage 1	Mrs Nicole Crawford Mrs Karen Fletcher Mrs Jane Maloney Mrs Lynda Cargill Mr Tony McRae Mrs Rebecca Mander Mr Matthew Butler (Fri) Mrs Jacinta Smith Ms Janita Smith Mrs Amy Clarkson	
Stage 2	Miss Haidee Woods Mrs Sinead Dunn Mrs Virginia Jenkins Mrs Trish Stewart Mr Mick Wilkinson Mrs Viv Winfield	
Stage 3	Ms Elana Sampson Mrs Genevieve Esgate Miss Emily Darragh Mrs Hilary Dance-Wilson Ms Rachelle McArthur Mr Tim Chalmers Mrs Karen Regan Mrs Claire Wilson	
Learning Support	Miss Therasa Trew	
RFF	Ms Sandy McGrady	
RFF	Mrs Wendy Hardy	
Teacher/Librarian	Mrs Janelle Gill	
RR Teachers	Mrs Jane Maloney and Mrs Amy Clarkson	
School Counsellor	Ms Janene Skaines (Tues, Wed alt & Fri)	
Administration:		
School Admin. Manager	Ms Debbie McGann	Mon-Fri
School Admin. Officer	Mrs Wendy Brindley	Mon-Fri
School Admin. Officer	Mrs Kerry King	Mon-Fri
School Admin. Officer	Mrs Michelle Boucher	Thu/Fri
General Assistant	Mr Ian (Jock) Stoddart	Mon-Thurs
General Assistant	Mr Peter Hastrich	Fri
School Learning Supp	Mrs Ann Stacey, Mrs Ellen Thompson, Mrs Michelle Boucher, Mrs Laura Kleinhans, Mrs Melissa See, Mrs Michelle Cleaver, Ms Anna Travers-Jones, Ms Anna Smythe, Mrs Jessy Goodchap, Mrs Coral Blake, Mrs Catrina Schaefer, Mrs Peita Hyman.	
Instrumental Program	Mrs Mary Seckold (Wed/Thu) Mr Rob Walsh (Drumming)	



Vision

Our School will be a friendly and supportive place of learning that works collaboratively and harmoniously with its community to provide optimum educational outcomes for each student. It will be a School that prepares students to meet the challenges in the future as creative and critical thinkers.

Mission

Banora Point Primary School's mission is to ensure the provision of optimum educational outcomes by continually striving to meet the changing needs of the school community efficiently and effectively.

Statement of Belief

We believe that children succeed at school ...

- ◇ By being **immersed** in positive learning situations
- ◇ By being **exposed** to 'positive models'
- ◇ Through involvement with those who hold high **expectations** for them
- ◇ By accepting **responsibility** for their learning through the development of the decision making process
- ◇ By having time and opportunity to **use** and practice their developing control in functional, realistic, non-artificial ways
- ◇ By making **approximations** of the desired models which are essential if learning is to occur
- ◇ By receiving feedback from exchanges with more knowledgeable persons. This **response** must be appropriate, readily available, non-threatening, with 'no strings attached'

Strategic Goals

Students	To enable students to achieve high standards and develop self-confidence, high self-esteem and a commitment to personal excellence based on a positive set of values and to actively respect the beliefs and rights of others.
Staff	To ensure effective teaching and learning by enhancing staff confidence, expertise, commitment and job satisfaction.
Community	To foster a positive relationship between the school, its parents, parent bodies and community using co-operative interaction.
Curricula	To implement curriculum and policies in a relevant, challenging and interesting manner to ensure quality educational outcomes for our students.
Technology	To use technologies which enhance the delivery, quality and effectiveness of teaching, learning and administration.
Administration	To ensure that this school is well-led, managed and maintained.
Resources	To support programs by the equitable allocation and effective use of resources.
Environment	To provide an attractive, safe and harmonious environment.
Image	To foster parent and community participation in this school and pride in public education.

Absences

Parents are requested to send a note to the Class Teacher advising the reason for your child's absence from school.

All class rolls are monitored and the school is required by law to advise Department of Education (DoE) should student's attendance be of concern or where no or an unsatisfactory explanation has been given.

Suggestions that may help if your child has been, or is going to be absent:

- Is, or was, sick ... Advise your child's teacher by note
- Has an appointment ... Advise your child's teacher by note
- Is going on vacation ... Advise your child's teacher of the length of absence
- Is, or was, absent ... Advise your child's teacher of the reason for the absence

If your child will be away from school for five or more consecutive days, this is considered "Extended leave" and the appropriate form must be completed and submitted with the necessary documents to explain the leave circumstances. These forms are available from the front office and once completed will be submitted to the Deputy Principal and/or Principal for approval.

This includes holidays taken outside designated school holidays and other leave including Elite Athlete and Entertainment Industry commitments.

Access/Late/Early Departure Notes

Whenever a student is late for school or parents wish to collect any student or want access to any student in school time, parents/carers **MUST PRESENT THEMSELVES** to the School Office to collect an Access Note. This note serves as an official notification to the teacher that the student is late or departing early or that the person seeking access has the authority in this regard.

If your child is going to be late to school, please accompany the child to the office for safety reasons and to explain the reason for late arrival. If you are unable to accompany the child in person, please phone the office to advise that your child is arriving late and the reason.

Students who are not present during the marking of the class roll after the 9:00am school bell will be entered on the class roll as absent. The class roll is submitted electronically by the class room teacher. At 10:00am each day an SMS message will be sent from the school to the first contact parent/carer of all students who are absent from school without an explanation. This is an "unexplained" absence and must be explained in writing or by phoning the office.

Administration Office Hours

The school administration office or front office is open between the hours of 8.30am and 3.15pm.

We are able to process your payments to the school using cash, cheque and credit cards (*except American Express*) Payments are also able to be processed via "POP" / Parent Online Payments by visiting our website:

www.banorapointprimaryschool.com.au

and following the prompts.

Before the 9:00am school bell is always a busy time for our office and we appreciate your patience and understanding during these peak periods. To save waiting in line, parents and students are able to deposit payments for the office in the "silver, secure payments box" which is located on the wall in our foyer. These payments will be attended to later in the morning and a receipt sent to the student in class. Receipts for less than \$10.00 are not usually provided.

Our contact details are:

Telephone: 07 5524 1444

Facsimile: 07 5524 1983

Email:

banorapt-p.school@det.nsw.edu.au

Anti-Bullying

(see policy in Welfare section)

Banora Point Primary School provides a caring environment where all should feel safe, respected and a sense of belonging as an individual. Bullying of any kind is not acceptable at school.

**NO ONE HAS THE RIGHT TO BULLY
ANOTHER PERSON
NO ONE HAS TO TOLERATE
BULLYING**

This policy has the following components:

1. Definition and effects of Bullying
 - ❖ This includes the identification of physical, verbal, social and psychological bullying; and presents data from K. Rigby – “Bullying Among Australian School Children”. Symptoms exhibited from those who are bullied are defined.
2. Primary Prevention
 - ❖ Strategies are stated, specifically related to students, parents, staff and the curriculum.
3. Early Intervention
 - ❖ Further strategies give a pro-active approach.
4. Handling Bullying Complaints
 - ❖ Procedures implemented are sequentially stated in an action plan.

The final section of our policy provides steps for students to follow if they are experiencing bullying behaviour and further actions if the bullying does not cease.

Anti-Racism

The New South Wales Department of Education rejects racism in all its forms. It is committed to the elimination of racial discrimination - including direct and indirect racism, racial vilification and harassment - in its organisation, structures and culture, in its curriculum and in the learning and working environments for which it is responsible. In accordance with this policy the school has an Anti-Racism contact person to

whom parents and students should direct any concerns.

Appointments for Consultation or Interview

Parents are welcome at any time to discuss areas of concern with a member of staff, however, we strongly suggest that you telephone the School Office to make a suitable time for both you and the staff member concerned.

Assemblies

K-Yr 6 school assemblies are held at 1:40 pm on Monday afternoon each week in the school hall. Parents are welcome to attend.

The purpose of these assemblies is to inform the students of current events and to share aspects of school life.

Special assemblies are held for the Kinder and Stage 1 and Stage 2 and Stage 3 departments respectively. Specific topics of interest to each of these departments are announced at these assemblies.

For annual assemblies such as ANZAC Day, Education Week and Presentation of Awards, parents will be notified of the details.

Attendance

The DoE School Attendance Policy (2015) specifies that absences must be explained within 7 days of the occurrence. A sound education depends upon attendance and punctuality to make the most of the available resources, and to develop patterns that will prepare students to take their place in the community.

For all absent days a note is required clearly stating the date and reason for the absence. This note must be provided within seven days of the student's return to school and must clearly state the student's name and class, and be signed by a parent/guardian.

The Department of Education employs Home School Liaison Officers to liaise

with parents and follow up on poor attendance, regular patterns of absence and unsatisfactory reasons for non-attendance. Your co-operation in providing written explanations for all absences on your child's first day back at school is requested. A phone call before the absence where possible to supply appropriate information is appreciated.

Notes of the type, "Student X was absent from school yesterday because she was away", are unacceptable and the absence would be recorded in the roll as an "unjustified absence."

Band Program

Our school currently has a weekly Band Program. The program encourages children to develop confidence, self-discipline, commitment and social skills vital to succeed in all areas of life.

Children in Year 3-6 are invited to join the Band Program and they are encouraged to make a commitment to be a member until the completion of their final primary school year. All students attend weekly group lessons and weekly whole band rehearsals. Some lessons are within school hours and others outside school time and rehearsals may be at 8.00am, before school commences.

The Band currently consists of two band ensembles all under the direction of our Music teacher, Mary Seckold. The bands perform at numerous school functions and participate in musical eisteddfods throughout the year. For further information, please contact the School Office.

Bicycles

Our school supports the recommendation of the Roads and Traffic Authority that children under ten years of age do not have the capabilities to ride with safety in traffic and should not therefore take a bicycle on the road unless accompanied by an adult.

Older children may ride bikes to school provided parents accept their responsibility in teaching them the necessary road safety rules and set a clearly defined route for the children to ride. It is compulsory for helmets to be worn and bikeways are to be used where possible. Cyclists must depart school from designated gates after school.

Canteen

The Canteen is conducted by a private business and operates Monday to Friday of each week at 8.30am, lunchtime and recess. To contact the canteen, please phone the office to be transferred to that extension.

Lunch orders can be placed by 2 ways: Manually writing the items to be ordered including the child's name and class on a paper bag and enclosing the money in the bag. The student then deposits the bag in the "Canteen orders box" outside the canteen. Alternatively, go to www.FlexiSchools.com.au and follow the prompts to set up your account and place lunch orders electronically.

Both methods are for placing orders for food to be provided at the 11:00am lunchtime session.

Captains

School Captains are elected during Term 4. The election is by democratic method with voting powers available to Year 5 students and staff. Students from Year 5 may nominate students for Captain. The boy and girl who receive the highest number of votes are duly elected. The girl and boy with the next highest votes are elected as Prefects.

Classroom Requisites

Parents will be notified of any classroom requisites, prior to the end of the previous year.



Communication

School communication with parents is via the following:

Newsletter once a fortnight

- The newsletter is produced fortnightly on a Wed. It is placed on the school website and posted in the SchoolStream app. If you would like it emailed please advise the office staff and confirm your email address.

School Stream App

- You can download the free SchoolStream app and join "Banora Point Primary School" to receive notifications. This communication method is the most current and "live" form of notifications we are able to provide to our school community.

School Website.

- The school website is www.banorapointprimaryschool.com.au. Various information about the school can be found here.

School Email

- If you wish to contact the school by email, our address is: banorapt-p.school@det.nsw.edu.au

SENTRAL

- An SMS text message will be sent at 10:00am each day to the parents/carers of all students with an "unexplained" absence on that day. You can respond to this message.

Electronic sign

The school has erected an electronic sign that displays upcoming events and school reminders. Located on the corner of Pioneer Parade and the Drop Off zone.

Computer Education

All students benefit from access to Technology lessons in the Technology lab, in Library and during normal classroom activities.

The use of data projectors, iPads, laptops and interactive white boards allow for the integration of computer technology into normal classroom activities.



Concerns or Complaints

It is best to discuss your concerns with your child's teacher first. Make an appropriate time to meet with them or phone the school and ask for an appointment with the teacher.

If you are not happy with the result, or if you do not feel it is appropriate to talk to them, phone and make an appointment to discuss your concerns with the Principal.

You may bring a friend or relative to be your support. If you need an interpreter, we can arrange that - just ask beforehand.

If your complaint is about the Principal you will need to contact the Director of Schools in your area. Ask the school office staff at your school for their name and number.

If your complaint cannot be resolved in an informal way, we **may** ask you to put it in writing. It is important that you include specific details of the situation and tell us what you would like to happen as a result of your complaint. We can help you to put your complaint in writing, if you require it.

Alternatively, a complaint form may also be used. Complete the form and send it to the Principal, or the Director of Schools in your area.

Contributions

Banora Point Primary School has previously set a voluntary contribution for each student but we now include an IT levy with the book resource levy so no voluntary contributions will be collected.

Conveyance – Bus Travel

These are regulations for free transport for students in specific grades:

Kindergarten, Years 1 & 2

- Conveyed free, by an approved route, by passenger bus, irrespective of the distance from home to school.

Years 3, 4, 5 & 6

- To be eligible for free travel under the scheme a primary school student **must reside outside a 1.6 km radius from the school attended** or be required to **walk 2.3 km or more** because of natural or man made barriers or the nature of the street system.
- Some students who do not meet the requirement of living **outside** the 1.6 km radius may still be eligible ie: a student who has to cross a main road e.g. Pacific Highway, may apply for special consideration for free bus travel.
- Each application will be considered on its own merits.
- Application is completed by parents/carers online via the NSW Transport website.

Note: Buses depart from the front gate at 3.05 pm. A teacher will be on duty to supervise bus students until the buses depart. Students are required to have their bus passes with them daily – it is suggested to attach securely to the student's school bag.

Departures

Students have three alternative forms of travel to and from Banora Point Primary School. They can walk, travel by private car or bus (with free travel for all K-Year 2 students and for Year 3-Year 6 students living further than 1.6 km from school).

Those using private transport are able to use the Drop-Off/Pick-Up Zone located at the southern end of the school.

An information leaflet detailing the school routines associated with each of these travel options is available from the School Office.

Discos

School Discos/Socials are held each term. Parents are advised by School Website, Newsletter, by information note and via the School Calendar.

Emergencies

Banora Point Primary School has a set procedure for both staff and students that will be put into practice if such a situation arises, e.g. fire or bomb threat. This includes Evacuation Procedures and Lock Down Procedures which are practised at school intermittently.

Excursions and Visiting Performances

Students learn not only at school, but from a wide variety of experiences, therefore excursions are encouraged.

Visits from cultural artists are carefully screened so that students are given the opportunity of seeing worthwhile performances.

A Parental Consent Note is required for each day excursion, overnight camp or external sporting visit involving travel, otherwise the child must remain at school.

Parents are requested to send payments for these excursions to the Office.

First Aid

If a student becomes unwell whilst at school, he/she must obtain a teacher's permission, then report to the appointed First Aid person.

If the injury or illness requires further attention, parents will be contacted and asked to collect the child as soon as possible.

It is policy of the Department of Education, that no medications can be administered to any student, **unless** a signed parental note of instruction

accompanies the medicine to be administered.

Fitness Program

Students from Kindergarten through to Year 6 participate in a regular fitness program.

General Consent Note

All families are asked to complete a general consent form at the beginning of each school year. This covers permission for attending supervised school activities and variations to routines approved by the Principal and in the event of an emergency, the securing of ambulance or medical attention. It also covers your child if they are included in a movie/video production promoting the school and newspaper promotional stories.

High School Orientation and Transition

Year 6 students are provided with opportunities to visit the neighbouring high schools on Taster and Transition days. These days allow the student to experience the high school environment. Each high school has an Orientation Day in Term 4.

Homework

It is Department of Education policy that homework is recommended within defined time frames but not mandatory. The purpose of homework, like school

Parents can help develop their child by reading to them, listening to them read and by constantly giving praise and encourage encouragement.

Virtually all everyday activities, at home and at play, provide opportunities for parents to help children develop their

work, is learning. Homework can help students build on what is learned in the classroom. Homework also helps students develop time management skills. Homework helps bridge the gap between home and school and should be seen by teachers, students, parents and carers as part of the home-school partnership which supports young people while they learn.

Responsibilities

The Role of Teachers is to:

- ◇ Encourage families to consider establishing homework routines that suit their family
- ◇ allow students sufficient time for the completion of tasks
- ◇ ensure students understand what is expected of them and how their work will be assessed
- ◇ help parents understand what homework is required, and when it is due

The Task of Students is to:

- ◇ complete homework within the given time
- ◇ show their homework to their parents or carers and ask them to sign it

Parents and Carers can assist by:

- ◇ supporting students in completing homework by providing a dedicated place and desk for homework and study
- ◇ assisting teachers to monitor homework
- ◇ communicating with teachers about any concerns with homework or their child's approach to homework.

Homework Guidelines

The Early Years (K-2)

Homework provides opportunities for children to learn at home with assistance from parents and carers. Parents can greatly assist by talking to their child about school and by being involved in their homework activities.

Parents can help develop their child by reading to them, listening to them read and by constantly giving praise and encouragement.

Virtually all everyday activities, at home and at play, provide opportunities for parents to help children develop their reading, mathematical and problem

solving abilities, and also develop a wide range of other knowledge, skills and attitudes.

In their early years students may be involved in a variety of regular English and Mathematical activities including: home reading scheme, library book reading, spelling, number and measurement.

By Year 2 these activities would usually total about two hours per week.

Later Years (Years 3-6)

As students progress through primary school, they will increasingly work independently on their homework. However it is still important for parents of students in Year 3 and Year 4 to read regularly to them, listen to them read and constantly give praise and encouragement. Most homework activities will be in the areas of English and Mathematics but students will also be given homework in other Key Learning Areas. Homework may also include completion of work, additional formal book work and tasks, reading (including home readers), research, observation and data collection, designing and making, and practicing tables. As a guide, students may be required to complete about two hours of homework per week in Year 3, increasing to about three hours per week in Year 6.

NOTE: When formal homework is not set, students should be encouraged to:

- Revise work when necessary, e.g. Spelling and Tables
- Read or write for enjoyment or assignments
- Research for enjoyment or

assignments

- Homework is not compulsory but parents are encouraged to support homework set by classroom teachers and advise classroom teacher if their family prefers not to receive homework.

Houses for Sport

All students have an allocated sports house and colour. These are:

Koalas – Blue
Kookaburras – Red
Platypus – Purple
Wombats – Yellow

Immunisation

The New South Wales Health Department recommends that all children entering school should be immunised. Your child will be in contact with many other children and infectious diseases spread easily in these conditions.

If your child has not been immunised, or if you are unsure, the measles vaccine (which includes vaccination against mumps and rubella) is recommended.

Parents who are enrolling students must present an Immunisation History Statement (available from Medicare) at the time of enrolment.

If there is an outbreak of an infectious disease, such as measles or whooping cough, in a school, students who are not immunised must be kept at home during the outbreak. This is for their own protection and protection of family and friends.

Infectious Diseases

Enclosed is an official pamphlet issued by the Department of Health outlining infectious diseases with explanatory notes.

This information is supplied to assist parents in understanding the attendance requirements of infected students and their contacts.

See a list of diseases on the following pages:

Some infectious diseases of children (from www.health.nsw.gov.au)



Chicken Pox

Time from exposure to illness
2 to 3 weeks.

Symptoms:

Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab. Can be more severe in pregnant women and newborns.

Do I need to keep my child home?

Yes, for 5 days from the onset of the rash and the blisters have dried.

How can I help prevent spread?

Immunise your child at 18 months of age. Immunisation is recommended for children at 12 years if they are not immune.

Conjunctivitis

Time from exposure to illness
1-3 days.

Symptoms:

The eye feels scratchy, is red and may water. Lids may stick together on waking.

Do I need to keep my child home?

Yes, while there is discharge from the eye.

How can I help prevent spread?

Careful hand washing; avoid sharing towels. Antibiotics may be needed.

German Measles (Rubella)

Time from exposure to illness
2 to 3 weeks.

Symptoms:

Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. Can cause birth defects if pregnant women are infected.

Do I need to keep my child home?

Yes, for at least 4 days after the rash appears.

How can I help prevent spread?

Immunisation (MMR) at 12 months and 4 years of age.

Glandular Fever

Time from exposure to illness
2 to 3 weeks.

Symptoms:

Fever, headache, sore throat, tiredness, swollen nodes.

Do I need to keep my child home?

No, unless sick.

How can I help prevent spread?

Careful hand washing, avoid sharing drinks, food and utensils, and kissing.

Hand Foot and Mouth Disease

Time from exposure to illness
3 to 7 days.

Symptoms:

Mild illness, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area.

Do I need to keep my child home?

Yes, until the blisters have dried.

How can I help prevent spread?

Careful hand washing especially after wiping nose, using the toilet and changing nappies.

Head Lice

Time from infestation to eggs hatching

Usually 5 to 7 days.

Symptoms:

Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp.

Do I need to keep my child home?

No, as long as head lice management is ongoing.

How can I prevent spread?

Family, friends and classroom contacts should be examined and managed if infested.

Hepatitis A

Time from exposure to illness
About 2 to 6 weeks.

Symptoms:

Often none in small children; sudden fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.

Do I need to keep my child home?

Yes, for 2 weeks after first

symptoms or 1 week after onset of jaundice.

How can I help prevent spread?

Careful hand washing; close contacts may need to have an injection of immunoglobulin; immunisation is recommended for some people.

Impetigo

Time from exposure to illness
1 to 3 days.

Symptoms:

Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp.

Do I need to keep my child home?

Yes, until treatment starts. Sores should be covered with watertight dressings.

How can I prevent spread?

Careful hand washing.

Influenza

Time from exposure to illness
1 to 3 days.

Symptoms:

Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.

Do I need to keep my child home?

Yes, until they look and feel better.

How can I prevent spread?

Careful hand washing, especially after coughing, sneezing or wiping your nose. Immunisation, is recommended for the elderly and people with chronic illnesses.

Measles

Time from exposure

About 10 to 12 days until first symptoms, and 14 days until the rash develops.

Symptoms:

Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.

Do I need to keep my child home?

Yes, for at least 4 days after the rash appears.

How can I prevent spread?

Immunisation (MMR) at 12 months and 4 years. Contacts who are not immune may be excluded for 14 days after onset in the last case at the facility.

Meningococcal Disease

Time from exposure to illness

2 to 7 days.

Symptoms:

Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash.

Do I need to keep my child home?

Seek medical attention immediately. Patient will need hospital treatment.

How can I help prevent spread?

Close contacts should see their doctors urgently if symptoms develop, and may need to have a special antibiotic.

Molluscum Contagiosum

Time from exposure to illness

1 to 6 months.

Symptoms:

Multiple small lumps (2-5mm) on the skin that are smooth, firm and round, with dimples in the middle. Lumps in children are mostly on the face, trunk, and upper arms and legs. Symptoms can last 6 months to 2 years.

Do I need to keep my child at home?

No.

How can I help prevent spread?

Avoid contact sports when a child has uncovered lumps

Mumps

Time from exposure to illness

14 to 25 days.

Symptoms:

Fever, swollen and tender glands around the jaw.

Do I need to keep my child home?

Yes, for 9 days after onset of swelling.

How can I prevent spread?

Immunisation (MMR) at 12 months and 4 years of age.

Ringworm

Time from exposure to till illness

Varies (may be several days).

Symptoms:

Small scaly patch on the skin surrounded by a pink ring.

Do I need to keep my child home?

Yes, until the day after fungal treatment has begun.

How can I help prevent spread?

Careful hand washing.

Scabies

Time from exposure to illness

New infections: 2 to 6 weeks; reinfection: 1 to 4 days.

Symptoms:

Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.

Do I need to keep my child home?

Yes, until the day after the treatment has begun.

How can I prevent spread?

Close contacts should be examined for infestation and be treated if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

Scarlet Fever

Time from exposure to illness

1 to 3 days.

Symptoms:

Sudden onset sore throat, high fever and vomiting, followed by a rash in 12 to 36 hours.

Do I need to keep my child home?

Yes, until at least 24 hours of treatment has begun and the child is feeling better.

How can I prevent spread?

Careful hand washing. Sick contacts should see their doctor.

Slapped Cheek

Time from exposure to illness

1 to 2 weeks.

Symptoms:

Mild fever, red cheeks, itchy lace-like rash, and possibly cough, sore throat or runny nose. Can cause foetal disease in pregnant women if they have not been previously infected.

Do I need to keep my child home?

No as it is most infectious before the rash appears.

How can I prevent spread?

Careful hand washing; avoid sharing drinks.

Whooping Cough

Time from exposure to illness

7 to 20 days.

Symptoms:

Starts with a running nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air.

Do I need to keep my child home?

Yes, until the first 5 days of a special antibiotic have been taken.

How can I help prevent spread?

Immunisation at 2, 4, 6 months and 4 years of age. A special antibiotic can be given for the patient and close contacts. Case should be excluded from childcare and school until 5 days after treatment begins. Unimmunised contacts may be excluded from childcare unless they take the special antibiotic.

Internet

Access to the Internet offers students an opportunity for vast learning experiences. Information, communication and technology skills are developed by effective and appropriate use of the Internet. The School is connected to the Internet through the computers and iPads in the Computer Room, Library and classrooms.

When students enrol at the school they are provided with an Internet and e-mail account to enable learning opportunities in a protected and secure environment. Students must abide by the school's policy when using the DoE Internet and e-mail services. Parents will need to inform the school in writing if they do not want their child to access the NSW DoE Internet and e-mail facility.

Key Learning Areas (KLAs)

Comprehensive programs are offered in each of the Key Learning Areas:

English

Speaking and Listening
Reading and Viewing
Writing and Representing
Spelling
Grammar, Punctuation and Vocabulary
Handwriting & using digital technologies
Responding and Composing

Mathematics

Number and Algebra
Measurement and Geometry
Statistics and Probability
Working Mathematically

Science and Technology

Working Scientifically
Working Technologically

Human Society and its Environment

History
Geography

Creative and Practical Arts

Music
Visual Arts
Craft
Drama

Personal Development, Health and Physical Education

Health Education
Physical Education
Personal Development

Leavers and Transfer

Procedures

When a student is transferring to another NSW Public School, the school they are enrolling at will request record cards and any additional information from the Principal of the school they are leaving. Parents are asked to notify the Principal if a student is leaving the School.

Library

Our Library aims to provide a quiet, welcoming atmosphere for all students. We foster a love of literature as well as developing information skills in context with classroom work.

K – Yr 2 students are required to have a Library Bag to protect books.

Apart from lesson time, students may use the Library most days before school and during 2nd half of the 2nd break. Book Club operates in our School.

Lost Property

All items found on school premises are kept on the verandah of the Learning Support Room/ Band Room.

Students/Parents are welcome to check for lost items in the Lost Property Box.



**IT IS VITALLY
IMPORTANT THAT
ALL ITEMS ARE
CLEARLY LABELLED
WITH STUDENT'S NAME**

Mobile Phones

To prevent the misuse/abuse of mobile phones, huge unnecessary phone bills and disruptions to teaching and learning, we ask that students do not bring mobile phones to school.

If it is necessary for home or parent contact to be made during school hours it can be done in the usual manner – a telephone call from the parent to the school office. If there are specific or exceptional circumstances for students to have a mobile phone with them either before or after school, parents are asked to speak with the Principal.

NB. Phones should be left in office and picked up at 3:05 after consultation with the Deputy Principal.

National Assessment Program (NAPLAN)

The National Assessment Program tests the literacy and numeracy learning of students in all Australian schools at Years 3, 5, 7 and 9. Teachers use the

test to assess, monitor and take action to make sure every child is learning as they should. Parents may discuss the results with their child's teacher. This will help parents to better understand what their child has learned, what they need to learn next and how they can support their child to learn more.

Newsletters

A School Newsletter, for the information of students and parents, is published fortnightly and placed on the school website, posted in the SchoolStream app and emailed to parents who have requested this.

Orientation - Kindergarten

During Term 3 and 4, a series of information meetings are available for parents and carers of the incoming Kindergarten students to visit the school and gain information pertaining to their child starting school. This will be followed by an ongoing orientation program in October/November when the new students visit the school once a week, for one hour over four weeks and experience key aspects of school life. An outline of specific dates and events is available on the website or from the school each year.

Parental Assistance

Parental help is sought to assist students in a variety of fields: Spelling, Reading, Writing, Speech, Number, P.E & Sport are some of these areas.

Parents provide students with one-on-one practice in the areas of his/her need and work with the Class Teacher to organise this scheme.

Parents and Citizens Association

Banora Point Primary School P & C Association has been of vital support over many years and is most conscious

of the historical significance of the district and its schools and is keen to assist the Banora Point community to continue to identify itself as a unified body. The P & C operates the Uniform Shop.

Meetings: Held on the second Thursday of each month commencing at 6:30 pm, with the March meeting being the Annual General Meeting. Involvement of parents in this worthwhile organisation is very rewarding.

The P & C Association seeks to be involved in, and informed of, school functions and decides on the financial provision of equipment and requests according to the availability of its finances. The P & C holds fundraising activities each year. Funds raised are used to purchase items required by the School that are not provided by the Department of Education.

Personal Property

All students of the school must take care of their personal property. Students are permitted to bring labelled (where possible) skipping ropes, tennis balls, soft, miniature balls and small inexpensive toys (excluding electronic toys such as tablets and other portable devices) for use before school, during lunch play and at recess. NB: The school takes NO responsibility for the loss or damage of any play equipment students may bring to school.

Presentation of Awards

The Presentation of Awards Ceremony is held in December each year. Parents will be notified of the specific day and are encouraged to attend.

Principal Awards and other achievement awards are distributed at School Assembly each Monday.

Families are advised via preceding fortnight's newsletter if their child is to receive an award at a weekly assembly.

Reading Recovery

Some students find it hard to learn to read and write for many different reasons. The Reading Recovery Program helps those students to become successful readers and writers within a short time by giving them extra help while they are still very young, i.e. in their second year at school. Students are selected for Reading Recovery from a priority list established by class assessments.

Reading Recovery is an individual program where student and teacher work together for half an hour every day, as an extra to the normal classroom literacy program. The specially trained teacher helps the student to read many books and write stories each day. In this way, the student catches up with classmates and the extra help is then no longer needed.

Reports

Formal Teacher / Parent Interviews are available in Term 1 and Term 3 each year. Other appointments can be made upon request.

Written Reports are provided at the end of each semester (Term 2 and Term 4).

Safety and Security

All Visitors and Volunteers entering our school grounds (between 8:45am – 3:00pm) are required to electronically sign-on at the school office and wear the ID label provided while on school grounds.

This includes volunteers, visitors, tutors, contractors and Scripture teachers. Also uniform shop volunteers.

All volunteers must complete a Statutory Declaration or provide a "Working with Children Check" document before volunteering or working with children.

School Amenities

Department of Education Policy states that: "The School Grounds are Inclosed Land. If you are on the grounds without School Visitor Approval you are trespassing. Trespassers will be prosecuted."

School facilities are available for community use subject to the Principal's discretion.

Tennis Court is available with the game of tennis having priority over other games. Group social bookings should be made with the Principal.

School Hall is also available for hire out of school hours. If interested contact the School Office.

School Road Safety

Pedestrian Safety

The streets near our school are often congested, especially in the afternoon and on wet days. Children need adult supervision in and near traffic. Remember the following:

- ◇ set a good example, talk to your children about being safe, responsible pedestrians
- ◇ plan, with your child, the safest route to and from school
- ◇ meet young children at the designated pickup area
- ◇ hold the hand of children under 10 years of age when crossing roads and near traffic
- ◇ do not call children to cross the road

Bus Safety

Buses provide a safe means of transport to and from school, however behaviour of children on buses is sometimes a concern. A potentially dangerous part of the journey is crossing the road at the home end of the journey. Please support safe bus travel by:

- ◇ talking to your children about safe, responsible behaviour on buses
- ◇ reinforcing the road safety messages delivered at school
- ◇ stressing the need to wait until the bus

has gone before crossing the road

- ◇ waiting on the same side of the road when meeting children at the homeward end of the journey

Car Safety

Many parents find it convenient to drive their children to school, however this can add to traffic congestion in the vicinity of the School. Please assist by:

- ◇ taking extra care when driving near the School
- ◇ not stopping in the bus bay, or doing U-Turns near the School
- ◇ parking safely and observing all parking regulations near the School
- ◇ meeting children in the school grounds - do not call them across the road
- ◇ ensuring children enter and leave the vehicle via the kerb side door
- ◇ ensuring all passengers wear seat belts
- ◇ use drop-off/pick-up zone provided
- ◇ ensuring car seats for children under 7 years

Bicycle Safety

Traffic conditions around the school in the morning and afternoon create hazards for cyclists. Children often ride in an unpredictable manner and their bicycles are frequently found to be in poor condition. We recommend you do not allow your child to ride a bicycle to school unless the following conditions are met:

- ◇ the rider is at least 10 years of age
- ◇ the rider has a roadworthy bicycle of the correct size
- ◇ the rider wears an approved safety helmet
- ◇ the rider has a demonstrated ability to ride in a safe and responsible manner
- ◇ the rider has a safe route to and from school

Scooters

Upon entering school grounds students carry their scooter to the designated area where they can leave their scooters. No riding in school grounds.

Scripture

Scripture lessons are held at the School

every Tuesday. The times are:

1:40 pm-2:10 pm - K – Yr 2 Students

2:15 pm-2:45 pm – Yr 3 – Yr 6 Students

Specialist Teachers and Services

Itinerant Teachers - specialising in assisting students with hearing and vision difficulties are available to the School.

A Speech Therapist - from the Tweed District Hospital can be contacted through the School.

Dental Care - may be obtained from the School Dental Clinic by telephoning 5536 0580

The School Counsellor - is available for assistance on request. Students with behavioural, emotional and learning problems may be referred to the Counsellor.

A parent interview is desirable in these circumstances. Parents who are concerned about their child's intellectual, behavioural or emotional development are invited to contact the Counsellor through the School Principal. The Counsellor has regular contact with relevant outside agencies, such as the Department of Health (Community Nurse, Occupational Therapist, Speech Therapist) and Department of Community Services.

Learning and Support Teacher (LaST)

- is available at the School to support students with learning difficulties. The School Learning Support Team allocates students to this program.

Sport

Banora Point Primary School provides a wide range of sporting experiences for students throughout the year. All students are given the opportunity to represent the school at the Tweed District, Far North Coast Zone, North Coast Region and the State of New

South Wales. Many students from Banora Point Primary School have progressed to the State level with impressive results.

The School is proud of the sporting achievements and sportsmanship displayed by its students and, although the Tweed Zone does not have any regular interschool competition, the students of Banora Point Primary School are offered competition through events arranged with other schools in our Zone. The students' skills and endurance are catered for through the many and varied activities performed during the regular Physical Education classes.

At the beginning of each year students and parents from Years 3 - 6 (also Year 2 students turning 8 who go onto representing the school at Zone or higher), will be required to sign a Code of Conduct and participation agreement for school and representative sport.

A brief summary of the year's sport is outlined below:

Term 1

School, Zone, Regional and State Swimming Carnivals

Term 2

School, Zone, Regional and State Cross Country Carnivals

Yr 3 to Yr 6 participate in School-based games in the same sports

School Athletics Carnival

Term 3

Zone, Regional and State Athletics Carnivals

Winter sports continue

Term 4

School Tennis Championships

K – Yr 2 participate in weekly Swimming lessons (when offered)

Yr 5 / 6 participate in Recreational Sport

Sports Levy

Students from Year 3 to Year 6 participate in sporting activities held at venues outside the School. A levy, covering



transport etc., is charged for this purpose.

As the bus cost has to be met, irrespective of the number of students using the service on any particular day, no portion of the levy is refundable if a student does not attend on any day (wet weather days excluded).

Student Assistance Scheme (SAS)

Sometimes the school can assist families who are experiencing financial hardships. Small amounts of funding are available to assist in the purchase of clothing, payment of excursion costs etc. For assistance or more information contact the Principal.

Student Representative Council

The S.R.C. meets regularly and consists of representatives from Year 3 to Year 6. Ideas, concerns and problems being experienced by students are discussed and solutions are proposed.

The Council offers suggestions regarding School functions and also holds fundraising activities, such as Term Discos and Mufti Days, to provide small items for the School.

House captains are also elected each year to represent members of their house at sporting carnivals.

Supervision of Students

The staff provides supervision for students in the periods 8.30 am. to 9.00 am, at Lunchtime 11:00 am. to 11:30 a.m. and during Recess from 1:05 p.m. to 1.15 p.m. then 1.15pm to 1.35pm.

Students who do not catch buses are expected to leave the School as soon as they are dismissed from class.

As the School closes each day when the last bus leaves, it is not possible for the School to accept responsibility for the supervision of students outside the times stated.

Telephone Calls and Messages

Students wishing to make a telephone call will be permitted to do so only at the Principal's discretion.

Parents are asked to only telephone urgent messages through to students and not leave messages after **2.00 pm**.

Visitors

All visitors to our school are required to sign on at the front office upon arrival and wear a visitor's badge for the duration of their visit.

Zoning - Local and Non-Local Areas

The Department of Education has zoned all schools in the Tweed District.

Parents should contact the Principal for information in this regard. Parents **MUST** advise the School of any change of address.

The Zoned (Local Area) for Banora Point Primary School is as follows:

- ◇ Barneys Point Bridge north to the foot of Sextons Hill
- ◇ East Banora Point to corner Terranora Road & Fraser Drive
- ◇ East Darlington Drive to the southern end roundabout at Glen Ayr Estate

Banora Point Primary School is a feeder school for Tweed River High School and all students from the Banora Point area graduate there. The only exceptions are those students who reside in the zoned area of other local High Schools and students who have approval for Non-Local placements.



Uniforms – Compulsory at Banora Point Primary School

Girls Day Uniform (Mon/Tues/Thurs)

- Green striped blouse
- Bottle Green Skort
- White “Banora” socks
- Black shoes / Black joggers

Hats

Regulation school hats and school caps are an **ESSENTIAL** part of the school uniform and **MUST** be worn outdoors

Girls Sports Uniform (Wednesday and Friday)

- Bottle green polo shirt with printed school emblem and white / green “BANORA POINT” collar. (NB: ONLY available from Banora Point Primary School Uniform shop)
- Bottle green skort or Bottle green Taslon shorts
- White “Banora” socks
- Black joggers

Boys Day Uniform (Mon/Tues/Thurs)

- Grey Tab shorts / Ruggers / Stubbies
- Light green short sleeve, button front, collared shirt (Midford green)
- Grey socks (dark grey with one bottle green stripe)
- Black shoes / joggers

Boys Sports Uniform (Wednesday and Friday)

- Bottle green polo shirt with printed school emblem and white / green “BANORA POINT” collar. (NB: ONLY available from Banora Point Primary School Uniform shop)
- Bottle green Taslon shorts
- White “Banora” socks
- Black joggers

Winter Uniform - options

- Bottle green V Neck Fleecy jumper with embroidered school emblem
- Bottle green fleecy track pants
- OR Bottle green Microfibre jacket with embroidered school emblem
- Bottle green Microfibre track pants
- OR Green polar-fleece lined, wet-weather jacket with embroidered school emblem
- Bottle green polar-fleece sleeve-less vest with embroidered school emblem

Girls – additional winter options

- Bottle green cotton / Elastane tights
- Bottle green hipster, boot-leg, pull-on pant

School Bags & Library Bags

School bags are available from the Uniform Shop. Library bags are available at the school front office and the Uniform Shop.

School Uniforms are available from:

School Uniform Shop	Mon and Fri 8.30– 9.00am & Tues/Wed/Thurs 2.30 –3.00pm
Lowes Men’s Wear	Tweed City Shop Centre NB: Sports Shirt NOT available
	Pre-Loved Uniforms for sale in the Uniform Shop

**** PLEASE LABEL ALL ITEMS OF CLOTHING WITH CHILD'S NAME ****

Useful Information

The following information is supplied for parents. These suggestions may help your child assimilate in the School system without too much difficulty.

TALK to your child about School where he/she will meet new friends, play, sing, make things.

TEACH your child how to put on and do up shoes.

BUY clothes that are easy to manage - large buttons and holes - coats and jumpers with large loops for easier hanging.

LABEL clearly, with full name, all possessions your child will bring to School, e.g. raincoat, hat, jumper, lunch box and lid, bag, drink bottle.

SEND your child to School on time every day.

GIVE your child simple duties to do around the house. This will help to foster confidence in the performance of small tasks.

ALLOW your child to stay with relatives and friends for short periods so that he/she will accept that it is not always possible to be with parents.

ENCOURAGE your child by admiring work when it is brought home. Give paintings and handwork a place of honour for a few days at least.

SELECT suitable stories, picture books, radio and television programs for your

child.

WARN your child against loitering on the way home, visiting friends without permission or going anywhere with strangers.

MAKE certain your child knows his/her name, address and telephone number.

CHECK pockets and bags for notes. If information is required by a certain date, please comply as the School has deadlines to meet.

ADVISE by note, any change of routine, e.g. to a friend's home, catching a bus, etc.

DON'T worry if your child gets upset. Ninety-nine percent of students stop crying very soon after Mum or Dad leaves. You will be the first to know if he/she doesn't!

DON'T make the teacher a threat, e.g. "Wait until you get to School, the teacher will fix you!"

IF your child needs medication, advise the School in writing of the times and correct dosage. Please provide the medication clearly labelled with the student's name. Written authorisation is required by the school to administer medications. Please complete the correct documentation at the school office to assist us to comply with regulations surrounding this request.

WELFARE, ANTI-BULLYING & VALUES POLICIES

Banora Point Primary School (BPPS) recognises that Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a complete, unique and responsible person in the context of society.

School and Student Welfare

All members of our school community will play a part to assist each student to understand her/his role by:

- ◇ providing opportunities for students to demonstrate success in a wide range of activities,
- ◇ enhancing self-confidence and self-esteem,
- ◇ developing and implementing policies and procedures to protect the rights, safety and health of all school community members,
- ◇ establishing clear school rules which are known and understood by all school community members,
- ◇ monitoring attendance and ensuring that students attend school regularly,
- ◇ fostering a sense of personal and social responsibility for their actions and decisions,
- ◇ encouraging positive relationships, and developing problem solving and dispute resolution skills,
- ◇ valuing difference and promoting a sense of cultural dignity,
- ◇ developing respect for the beliefs and rights of others,
- ◇ incorporating students' views in planning related to school climate and organisation,
- ◇ establishing networks to support students,
- ◇ providing resources and opportunities for students to communicate effectively and gain leadership experience.

As a result of our BPPS Student Welfare Policy:

- ◇ the well-being, safety and health of students is a priority in all school policies, programs and practices,
- ◇ principles of equity and justice are evident in school plans, programs and procedures,

- ◇ the School Discipline Code provides clear guidelines for behaviour that are known by Staff, Students and Parents,
- ◇ the School is a disciplined, ordered and cohesive community where students are responsible individuals,
- ◇ the School reflects the values of our community and promotes the participation of community members in school life,
- ◇ the School is an inclusive environment that affirms diversity and respects difference.

At BPPS, our Student Welfare policy promotes the following rights and responsibilities:

Rights	Responsibilities
1. Students have the right to be happy, to be treated with respect and politeness.	Students have the responsibility to treat others with respect and to speak politely. Harassment, vilification or discrimination of any type are totally unacceptable.
2. Students have the right to learn self control to ensure they are able to obtain maximum benefit from all classes.	Students have the responsibility to cooperate with teachers, to accept correction and the authority of the School.
3. Students have the right to be safe in a safe and healthy School environment.	Students have the responsibility to make School safe by observing the special requirements for the playground and classroom
4. Students have the right to expect their property to be safe.	Students have the responsibility to respect the property of others and to take care of their own property.
5. Students have the right to expect the community to respect and have pride in our school.	Students have the responsibility to be clean and tidy, in school uniform and to behave whilst representing the school.

Therefore our students will:

- ◇ be safe in the school environment,
- ◇ know what is expected of them and others in the school community,
- ◇ be able to learn without disruption from unruly behaviour,
- ◇ be provided access to appropriate support programs,
- ◇ contribute to decision making in the school,
- ◇ participate in all aspects of school life as equals,
- ◇ value difference and cultural diversity,
- ◇ be respected and supported in all aspects of their schooling,
- ◇ know and understand the school's organisation including the role of the SRC.

INAPPROPRIATE BEHAVIOUR

At BPPS, inappropriate student behaviour is managed and monitored, using a four level system. The four levels of inappropriate behaviour, in order of severity are:

Warning Level Level 1 Level 2 Level 3

Level 3 may result in a Short Term or Long Term suspension, at the discretion of the Principal.

It should be noted that students exhibiting inappropriate behaviour may be immediately placed on a higher level of action, irrespective of whether he/she has been first placed on lower levels ie the level issued to the student is directly linked to the severity of the inappropriate behaviour.

WARNING LEVEL: A reminder is given to the student about inappropriate behaviour.	
INAPPROPRIATE BEHAVIOURS INCLUDING; <ul style="list-style-type: none"> . Playing out of bounds . Disruptive class behaviour . Throwing inappropriate objects . No hat in playground . Interfering with games . Anti-social behaviour . Running on the concrete . Climbing trees/ swinging on branches . Low level physical contact (rough games) . Misuse of equipment . Playing after the bell . Teasing . Breach of dress code 	POSSIBLE ACTION <ul style="list-style-type: none"> . Time Out . White Slip warning . Sent to Principal/ DP . Consequences of actions discussed . Inappropriate behaviour recorded
LEVEL 1: An opportunity is given to the student to assess and modify behaviour.	
INAPPROPRIATE BEHAVIOURS INCLUDING; <ul style="list-style-type: none"> . Consistent breaches of 'Warning level behaviours' . Deliberate interference with games . Consistent disruptive behaviour . Repeated low level physical contact . Inappropriate language . Repeatedly playing out of bounds . Abuse of equipment / school property . Harassment . Disobeying a teacher's directive . Consistent breaches of dress code . Dangerous play 	POSSIBLE ACTION <ul style="list-style-type: none"> . White Slip issued . Withdrawal from classroom and/or playground . RTC time . Loss of privileges and/or activities . Level 1 Letter sent to parents . Possible Welfare / LST referral . Inappropriate behaviour recorded

INAPPROPRIATE BEHAVIOUR

LEVEL 2: The seriousness of the student's behaviour and the impact on other individuals requires action by the student in collaboration with the school and home.

<p><i>INAPPROPRIATE BEHAVIOURS INCLUDING;</i></p> <ul style="list-style-type: none"> . Consistent breaches of Level 1 behaviour . Physical violence . Offensive language / gestures . Intimidating others / bullying / racism . Stealing . Leaving the school grounds without permission/ truancy . Damaging of property / minor vandalism . Insolence . Dishonesty . Defiance of teachers 	<p><i>POSSIBLE ACTION</i></p> <ul style="list-style-type: none"> . White Slip issued . Withdrawal from classroom and/or playground . RTC time . Loss of privileges; eg excursions, representation, activities . Level 2 Letter sent to parent . Parent interview requested . Possible support from SC/ Support Teacher / HSLO ▼ . Inappropriate behaviour recorded
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LEVEL 3: Exclusion from the regular school program and/or possible suspension highlights to the student and the parent, the unacceptability of the behaviour and the parent's responsibility for remediation of that behaviour, in collaboration with the school.

<p><i>INAPPROPRIATE BEHAVIOURS INCLUDING;</i></p> <ul style="list-style-type: none"> . Consistent breaches of level 2 behaviour . Intentionally causing injury or threatening behaviour . Serious physical violence . Serious vandalism / graffiti . Verbal harassment or abuse . Endangering the safety of others intentionally . Possession of weapons or illegal substances . Criminal behaviour 	<p><i>POSSIBLE ACTION</i></p> <ul style="list-style-type: none"> . White Slip issued . Level 3 letter issued . Short/Long suspension . Exclusion . Interview with Principal, SC and parent before student reinstated . Behaviour plan of action formulated . Restorative practice . Provision of counselling and access to special behaviour programs . Police notified of criminal behaviour . D/Office notified ▼ . Inappropriate behaviour recorded
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Responsible Thinking ...

WHAT ARE YOU DOING?

ARE YOU BEING FAIR?

ARE YOU BEING SAFE?

Students are encouraged to reflect on their behaviour if it is considered to be inappropriate. Staff use a consistent set of 'Responsible Thinking' questions to guide students in this process. Inappropriate Behaviour is referred to the Principal/ Deputy Principal and consequences are applied in line with our guidelines to ensure equity and fairness. Communication to parents and carers about Inappropriate Behaviour occurs at Level 1, Level 2, and Level 3. Classroom Teachers are also kept informed of Inappropriate Behaviours and subsequent consequences, for students in their class.

Recognition of Appropriate Behaviours & Commendable Standards

The vast majority of our students will not be given Level for their entire school career.

These students are recognised, and their achievements and behaviour applauded, in a number of ways.

These include:

- ◇ Praise
 - verbally
 - through the use of stamps, stickers or comments on student's work
 - other specific positive reinforcement programs within the classroom
- ◇ Merit Cards
 - awarded at K-2, Years 3-6 Assemblies;
 - Principal's Awards at Monday Assembly
- ◇ Public Recognition of Achievement
 - at K-6 Morning Assemblies or K-2, Years 3-6 Assemblies
 - Media releases
- ◇ Recognition of Academic, Sporting or Cultural Achievements in the newsletter
- ◇ End of Year Awards for Academic Achievement, Application, Cultural Activities, Sport and Citizenship
- ◇ Sporting Achievements
 - ribbons, trophies or medallions following major carnivals
- ◇ Formal School Reporting
 - including Parental Interviews and Written Reports



ANTI-BULLYING POLICY

Banora Point Primary School has amongst its aims the provision of an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage.

At Banora Point Primary School we teach values, including the values that underpin learning. Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.

Our core values of

INTEGRITY	CARE
EXCELLENCE	COOPERATION
RESPONSIBILITY	RESPECT
PARTICIPATION	FAIRNESS
DEMOCRACY	

are developed so that they positively influence how people communicate, work together and make decisions.

Values are reflected in the policies and procedures of our school and guide our actions in student welfare and discipline procedures.

To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school.

Our school community does not tolerate bullying or harassment of any form and respect for others is expected. This is clearly articulated in our Banora Point Primary School Anti-Bullying Policy.

RIGHTS AND RESPONSIBILITIES

Each member of the Banora Point Primary School community shares in the following rights and responsibilities:

- To feel safe
- To respect self
- To learn and grow

- To respect others
- To be respected
- To use common sense
- To be valued
- To support others

DECLARATION OF THE RIGHTS OF ALL INDIVIDUALS AND GROUPS TO BE FREE FROM BULLYING

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected as they are.
- Everyone has the right to be happy about coming to school.
- Everyone has the right to have his or her concerns taken seriously and appropriate action taken.
- Everyone has the right to have his or her concerns dealt with in private.
- Everyone has the right to a quality educational program devoid of disruption.

AIMS OF OUR ANTI-BULLYING PROGRAM

- To reinforce within the school community what bullying is and that it is unacceptable behaviour.
- To reduce the amount of bullying that occurs at Banora Point Primary School.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying actions.

- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.

DEFINITION: WHAT IS BULLYING?

Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate; sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most forms of bullying behaviour is an abuse of power and a desire to intimidate and dominate. (Sharp & Smith, 1994)

There are seven key elements of Bullying:

1. An intention to be hurtful.
2. This intention is carried out.
3. The behaviour harms the target.
4. The bully overwhelms the target with his or her power.
5. There is no justification for the action.
6. Action/behaviour is repeated.
7. Bully gets satisfaction/enjoyment from hurting the target. (Rigby, 1996)

Some examples of bullying include:

- Hitting, pushing, kicking, spitting, pushing
- Teasing, mocking and using put-downs
- Using offensive names
- Making offensive comments about others or their families
- Gossip – spreading information (true or untrue)
- Hurtful looks
- Rude gestures
- Leaving someone out of a group to be mean to them
- Messing up someone's game
- Hiding, damaging, stealing someone's belongings
- Making up rumour/stories about someone

- Using threats to stop people going to the toilet or to take their money, food or other belongings
- Writing offensive notes about someone
- Bullying comes in many forms, including
- Name-calling, hurtful or racist names
- Threatening
- Sending hurtful notes
- Deliberately ignoring
- Sexual innuendo and harassment
- Writing graffiti about another

IMPLEMENTATION

Students, teachers, parents and the community will be aware of the school's position on bullying which is **zero tolerance**.

The school has adopted a four-point plan to anti-bullying, which includes:

- Prevention
- Early Intervention
- Intervention
- Post Intervention

Prevention

- Professional learning for staff related to bullying and the strategies to counteract it.
- Community awareness and input relating to anti-bullying, its characteristics and the school's programs and response. (e.g. weekly newsletter, parent forums)
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. (e.g. Bullying- A Whole School Approach for K-6, Stop Think Do, Bully Buster Work-shop, Friendly Kids/Friendly Classrooms, Buddy Programs, Bullying RIC, Early Stage 1 Visual Values Resource)
- Provide elective and structured activities at some recess and lunch breaks (e.g., Art Club, dance, SRC activities, sports equipment and social skills)
- Staff supervision of set area in playground.

- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules displayed in the school)
- Maintain the Student Leadership Council and class meetings to help solve problems which arise regarding bully and the victim.

Early Intervention

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs.

Intervention

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors).
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary).
- A meeting of relevant persons is to be convened following identification of on-going bullying behaviour. (Deputy Principal, class teacher, parents, students, other). All issues relevant to the behaviour of the student are considered.

Post Intervention

- Banora Point Primary School's Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.
- Possible consequences may involve:
 - i. Warning
 - ii. Removal to the class supervisor or Deputy Principal/Principal
 - iii. Parental contact
 - iv. Negotiated contract
 - v. On-going monitoring
 - vi. Timeout from the class/ yard
 - vii. Mediation sessions with the victim to reconcile differences
 - viii. Referral to external agencies
 - ix. Class/group changes
 - x. Behaviour guidance programs (e.g. anger management, social skills)
 - xi. RTC
 - xii. Suspension (in extreme cases)

ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED

The student should be encouraged to:

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, parent, peer, deputy principal).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.
- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

ADVICE TO STUDENTS WHO KNOW SOMEONE BEING BULLIED

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand. Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying and use positive bystander behaviour strategies.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.

THE ROLE OF PARENTS

The following suggestions are made to parents through print materials and at Parent Information meetings.

Take an active interest

- in your child's social life
- in what is happening at school

Encourage your child

- to bring friends home
- to accept and tolerate differences in others

Build your child's self-confidence

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

Discuss with your child

- the school's expectations about behaviour
- ways to respond if his rights are infringed

Encourage constructive responses

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name calling won't solve the problem

Set an example

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do

Be alert for signs of distress

- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

Act

- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

VALUES EDUCATION

VALUES

Public schools have always taught the values that are the basis of law, customs and care for others in our society. Values shape attitudes to the changing circumstances, events and issues encountered in daily life. Schools share with families and the community the responsibility for teaching values.

While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools. The demonstration of these values in all areas of public education is both the aim and a measure of success for public schools.

VALUES EDUCATION

Public schools teach values, including the values that underpin learning. Public schools also provide students with opportunities to explore the values that lie behind diverse community attitudes to political issues and social concerns. Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.

In schools, core values influence how people communicate, work together and make decisions.

They are reflected in the policies and procedures of schools and the Department.

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.

IN THE CLASSROOM

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur will help students to develop their understanding of these values and how they operate in a variety of contexts. The curriculum in schools provides many opportunities to teach, and explore values. Teachers assist students to understand school policies by modelling and reinforcing behaviour consistent with the core values.

IN THE COMMUNITY

Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community. A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life.

VALUES FOCUS AT BPPS

Our approach recognises that the core values are evident in all classrooms and in our school community. Our approach to values education acknowledges that values underpin every area of school life.

The values that every classroom focuses on are:

INTEGRITY - consistently being honest and trustworthy in your behaviour.

EXCELLENCE - aiming for your personal best in everything you do by trying your hardest.

RESPECT - caring for your self and considering the well being and point of view of others.

RESPONSIBILITY - being in control of your actions including what you say and do.

COOPERATION - working together to get things done and solving conflict in a peaceful way.

PARTICIPATION - having a go and making the best contribution for the benefit of everyone.

CARE - being concerned about yourself and others and acting with kindness.

FAIRNESS - making things equal and giving everyone a fair go without taking sides.

DEMOCRACY - standing up for the rights and freedoms of all Australians.

VALUES PROMOTED		MAIN IDEA TO BE DEVELOPED	
TERM / WEEKS		KINDERGARTEN – YEAR 2	YEAR 3 – YEAR 6
Term 1			
Wks 1-3	INTEGRITY	Tell the truth	Trustworthy and honest behaviour
Wks 4-6	EXCELLENCE	Do your best	Aim high
Wks 7-9	RESPECT	Being kind	Considerate of others
Term 2			
Wks 1-3	RESPONSIBILITY	Doing the right thing	Self control
Wks 4-6	COOPERATION	Taking turns	Working as a team
Wks 7-9	PARTICIPATION	Joining in	Having a go
Term 3			
Wks 1-3	CARE	Being safe	Being considerate
Wks 4-6	FAIRNESS	Sharing	Being unselfish
Wks 7-9	DEMOCRACY	Listening	Sharing ideas and thoughts

SPECIFIC IMPLEMENTATION STRATEGIES

- One award from each class teacher at the stage assemblies linked to the current values in focus.
- A4 'Values' cards made for all 9 values (specific to K-2 and Year 3-6) to be used for display in all classrooms to highlight the value in focus for each 3 week period. Display folder for each classroom to make display easy and visible.
- Printed poster created for display in all classrooms and around the school, featuring current students demonstrating focus values.
- Flexibility for classroom teachers to implement incidentally in the course of the school day or piggyback onto other key programs such as Anti-Bullying initiatives or Social Skills program.
- Focus value placed on school newsletter banner on front page for each 3 weeks and Welfare committee contribute to newsletter for each change of value.
- Students encouraged to show work completed to achieve Values outcomes, at respective stage assembly.
- Long-term plan to work toward display of 9 values in the school, e.g. on columns in front of administration building.

OUTCOMES FOR STUDENTS

The primary focus in classrooms is learning. Values influence how students learn, the way that they learn and what they learn. In the process of learning students develop:

- knowledge and understandings from the key learning areas
- skills and competencies in communication, problem solving, planning, organisation and research
- literacy and numeracy skill
- confidence in using new technologies
- safe and healthy lifestyles
- ecologically sustainable practices
- core values
- employment related skills.

OUTCOMES OF SCHOOLING

Values influence the way students think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of public schooling. Some of these broad goals include:

- love of learning
- high standards
- care and respect for self and others
- care and respect for families and communities
- respect for work
- fairness and social justice
- pursuit of excellence
- being active citizens of Australia and the world
- appreciating Australia's history and multicultural society.

SOCIAL OUTCOMES

Schooling is also about the future. Our community looks to today's students to determine the world of tomorrow. Through classrooms and school communities the core values of schools will contribute to a society that:

- values all people
- assists and empowers individuals from disadvantaged groups to actively pursue
- improved employment, personal and life opportunities
- contributes to reconciliation between Indigenous and non-Indigenous Australians
- is comfortable with cultural and linguistic diversity
- is compassionate towards others in need
- is aware of its heritage
- develops social cohesion
- empowers individuals to become active participants in the democratic processes of Australian society
- values the contribution of public education to the future of all Australians
- rejects violence, harassment and negative forms of discrimination
- supports peaceful resolution of conflict.

