

# Sunbury Primary School

## Information Handbook



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# Table of Contents

## School Information

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Introduction	pg. 1
School Vision, Values and Mission	pg. 2
Key Contacts	pg. 3
Term Dates	pg. 3
Operating times	pg. 4
School Map	pg. 5
Buildings & Facilities	pg. 6
Curriculum Days	pg. 7
School Council	pg. 7
Annual Implementation Plan & Strategic Plan	pg. 7
External Providers	pg. 8

## Student Learning

---

Victorian Curriculum	pg. 9
English	pg. 9
Mathematics	pg. 9
Inquiry	pg. 10
Investigations	pg. 10
Specialists	pg. 10-12
Home Learning	pg. 15
Library	pg. 15
Digital Technologies	pg. 15
Excursions/ Incursions & Camps	pg. 15
Assessments	pg. 16
Student Learning Goals	pg. 16
NAPLAN	pg. 16
Reporting	pg. 17

## Student Voice and Agency (Engagement)

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Student Voice and Agency	pg. 18
School Captains	pg. 18
House Captains	pg. 18
Junior School Council	pg. 18
Attendance	pg. 19

## Student Wellbeing

---

Student Wellbeing	pg. 20
Emergency Information	pg. 20
First Aid & Medical Conditions	pg. 20
Infectious Diseases	pg. 20
Child Safe Standards	pg. 21
Student Engagement and Wellbeing Policy	pg. 21
Program for Students with Disabilities	pg. 22
Student Support Groups	pg. 22
Individual Learning & Wellbeing Plans	pg. 22

## Parent/Family Information

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School Communication	pg. 23
Enrolments	pg. 24
Classroom Helpers & Volunteers	pg. 25
Transitions & Graduation	pg. 25
Lunches & Snacks	pg. 25
Essential Learning Items	pg. 26
Mobile Phone Policy	pg. 26
Mandatory Reporting	pg. 26
Family law & Court Orders	pg. 26
Contact with Students	pg. 26
Complaints & Grievances	pg. 26
Department of Education	pg. 26
Uniform	pg. 27
Hair	pg. 27
Jewellery	pg. 27
Hats	pg. 27
Lost Property	pg. 27
Travel to & from School	pg. 28
Traffic and Parking	pg. 28
Dogs and Pets on School Grounds	pg. 28



# School Information

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## Introduction

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.



School enrolment in 2022 is 365. The school is organised to provide low class sizes across the school in composite class arrangements. Specialist programs operate to support school priorities and to take advantage of the teaching capital available to the school. To further support student learning the school is involved in various networks with a focus on teaching excellence. The School Family Occupation index of the school is 0.31.

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

Teachers work within Professional Learning Communities with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Teaching and Learning Inquiry Cycle teams diagnose student learning needs to plan, implement and evaluate teaching responses to an identified problem of practice. PLCs at Sunbury Primary School are focused on continuous improvement by linking the learning needs of students with the professional learning and practices of teachers. Team-based coaching is in place to support identified key improvement strategies and is focused on building the capacity of educators and promoting collective efficacy.

At Sunbury Primary School we believe that relationships are fundamental to the educational and social development of children and young people and that school improvement can be further supported and achieved with a genuine commitment to structure and support community conversations to develop our capacity. Partnerships with parents are highly valued with parental participation in school programs and through consultation, in order to create the best possible learning opportunities for our students. The school values are: Be curious; Be courageous; Be mindful; and Act with integrity.

# School Vision, Mission and Values

## Vision

Sunbury Primary School's vision is to foster a community of learners who are confident, creative, and challenged to achieve their full potential, in order to become active, engaged, and responsible citizens.

## Mission

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking.

Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence.

Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.

## Values

### **Be Courageous**

Have the resilience and confidence to take risks in learning and embrace new challenges

### **Be Mindful**

Be aware of how our thoughts, actions, and behaviours affect ourselves and others

### **Be Curious**

Seize opportunities and experiences, question and embrace new ideas and challenges

### **Act with Integrity**

Be honest, and have a willingness to do what's right.

## Key Contacts

<b>Principal:</b>	Amanda Busuttil
<b>Assistant Principal:</b>	Kim Sharpe
<b>Administrative Staff:</b>	Heather Sinclair Karen Walker Lisa Otteraa
<b>Telephone:</b>	03 9744 9744
<b>Facsimile:</b>	03 9744 9799
<b>Email:</b>	<a href="mailto:sunbury.ps@education.vic.gov.au">sunbury.ps@education.vic.gov.au</a>
<b>School Website:</b>	<a href="http://www.sunburyps.vic.edu.au">www.sunburyps.vic.edu.au</a>

## Term Dates 2023

**Term 1:** January 30 to April 6

**Term 2:** April 24 to June 23

**Term 3:** July 10 to September 15

**Term 4:** October 2 to December 20

# Operating Times

Preparation for the school day begins with a good sleep the night before.

Children are expected to be at school in time to commence their classes at 9.00am sharp, therefore classrooms are open from 8:50am. The playground is supervised from 8.50am. Parents are encouraged to have children at school by 8:50am.

It is extremely important that punctual habits be established from the beginning of a child's schooling as this forms part of the routine necessary for a successful school life.

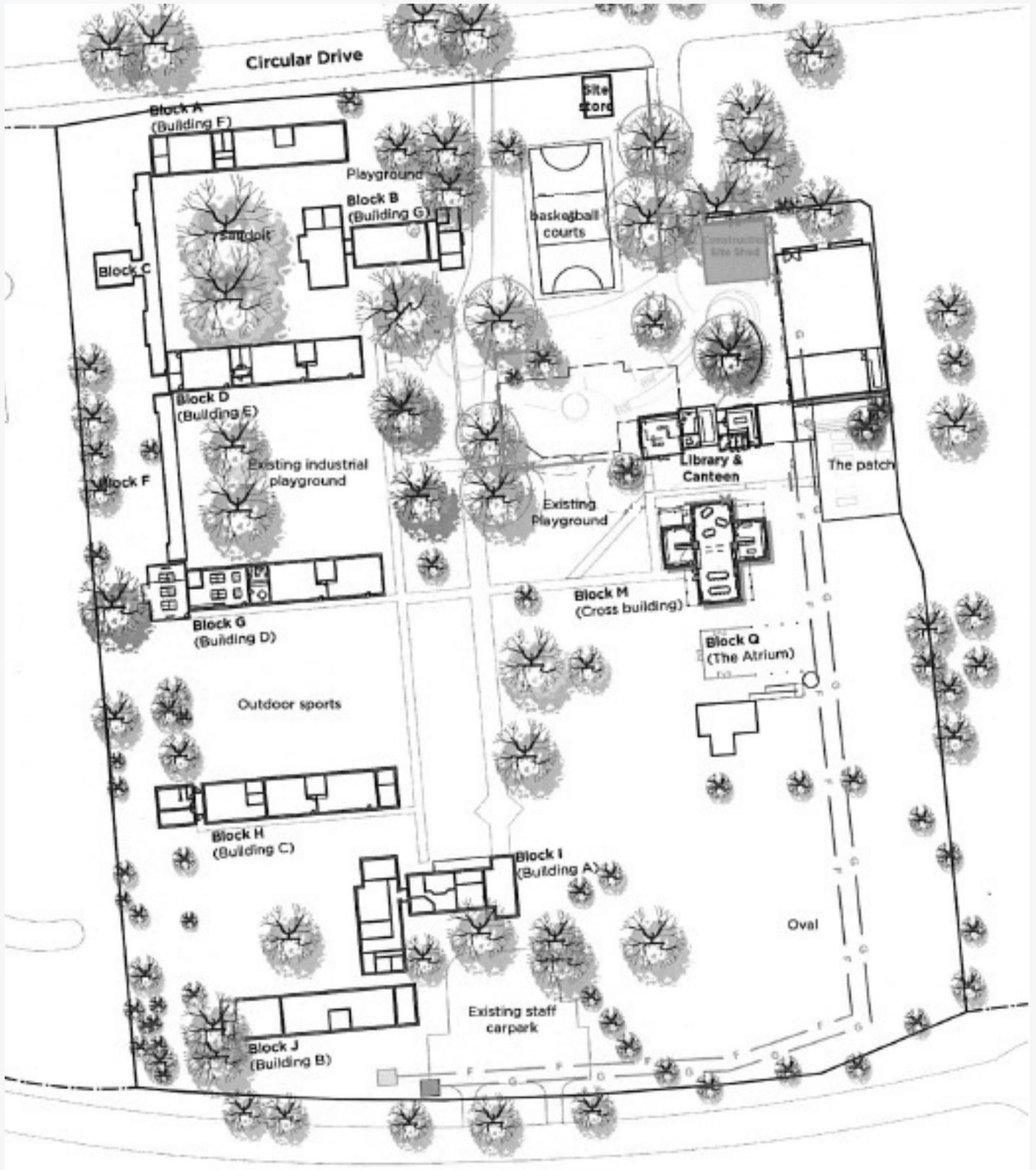
<b>Session 1 and 2</b>	9:00am - 11:00am
<b>Eating Time</b>	11:00am - 11:15am
<b>Lunch</b>	11:15am - 12:00pm
<b>Session 3 and 4</b>	12:00pm - 2:00pm
<b>Recess</b>	2:00pm - 2:30pm
<b>Session 5</b>	2:30pm - 3:30pm

The playground is supervised during recess and lunch, and from 3:30pm to 3:50pm.

Early dismissal time is 2:30 pm on the last day of terms 1, 2 & 3 and is 1:30 pm at the end of Term 4.

Staff professional learning and meetings are held on Monday, Tuesday and Wednesday nights after school. Parents are requested to make appointments with teachers around such times.

# School Map



# Buildings and Facilities

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children enjoy school facilities which include modern classrooms, specialist art and music spaces and food technology facilities. In 2021 two new buildings were constructed - a Multipurpose Hall for PE and community events and assemblies and a purpose-built STEM Centre. Our second building includes a new library, resource centre and canteen. Landscaped grounds feature historically significant trees and a horticulture centre, The Patch. The playground facilities include an oval, soccer field, basketball court, passive recreation areas and play equipment including an industrial playground matched to the different physical and social stages of development. Over the next few years, maintenance to the buildings and landscape will continue to enhance our already beautiful and spacious physical environment to provide outstanding teaching and learning experiences for our children.



# Curriculum Days

Four Curriculum Days are allocated to schools for each year. There will be a Curriculum Day each term. This is a day the staff participate in professional development. You will be notified through Compass of these dates well ahead of time.

# School Council

The School Council schedule consists of nine positions:

- 5 Parent members
- 3 Department staff members
- 1 Community member

The School Council plays an important role, ensuring the best possible outcomes for all students at Sunbury Primary School. Meetings are held at the school once a month on Monday evenings and parents are welcome to attend to observe meetings.

# School Strategic Plan

The School Strategic Plan sets out the school's strategic directions for the next four years, including the school's purpose, values and environmental context, as well as goals, targets and key improvement strategies.

The School Strategic Plan is informed by the information gathered and directions identified through out the school self evaluation and school review processes, and through staff, student and parent consultation and engagement with relevant community agencies.

# Annual Implementation Plan

Annual implementation planning assists schools to:

- plan and communicate their work for the coming year and how this will lead to achieving the goals and targets in the school strategic plan;
- ensure efficient and effective allocation of resources to complete the work; monitor progress and success.
- The Annual Implementation Plan must be endorsed by the school principal, the school council and the regional director (or nominee).

# External Providers

## TheirCare

An Outside of School hours service is provided by TheirCare and they can be contacted by telephone on 1300 072 410 or via their web-site [www.theircare.com.au](http://www.theircare.com.au)

Hours of operation:

Before School Program	7.00am to 8.45am
After Hours Program	3.30am to 6.30pm
Vacation Care programs	As advised via school newsletter/notice.

## Canteen

"At Jack & Hill our mission is to provide an environmentally conscious school canteen that offers a delicious, nutritious, seasonal menu, that has an engaging community presence".

Hours of Operation

Monday to Friday

8:30am - 4:00pm

During School Terms

We provide:

- Jack & Hill Onsite Cafe 8:30am - 9:15am
- Healthy Menu Options
- Fresh Seasonal Produce
- Friendly Faces
- Online Payments
- Cash, Tap & Go and EFTPOS
- Meal Deals
- Canteen 'Set & Forget' Lunch Order Subscriptions

Check out our Website & download a Lunch Order Menu at:  
[jack-and-hill.square.site](http://jack-and-hill.square.site)

Follow us on Facebook: [facebook.com/Sunburyps](https://facebook.com/Sunburyps)

Follow us on Instagram : [instagram.com/jack\\_and\\_hill\\_sunbury](https://instagram.com/jack_and_hill_sunbury)

## Instrumental

In addition to the school specialist Music program, the school supports the musical interests of its students by offering instrumental music classes. Children are currently able to receive tuition in guitar, keyboard and drums. Please contact the office for more information and pricing structure.

# Student Learning

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## Victorian Curriculum

We follow the Victorian Curriculum. The Victorian Curriculum provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. The Curriculum is developed from Foundation level (Prep) to Year 10.

## English

Students develop knowledge, understanding and skills across the strands of Language, Literature and Literacy. Each strand contributes its own distinctive goals, body of knowledge, history of ideas and interests to the study of English.

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

## Mathematics

The proficiencies of Understanding, Fluency, Problem Solving and Reasoning are fundamental to learning mathematics and working mathematically, and are applied across all three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

# Inquiry

Inquiry involves, learning how to take on a question, an issue, a problem or a challenge working through a process to investigate. Students come to a deeper understanding, or a mastery of skills, in finding a resolution to the problem.

# Investigations

Students participate in Investigations which develops students to become independent learners, critical and creative thinkers, and build resilience and a sense of self through developmental play. It promotes the development of socially engaged learners who are emotionally aware and regulated. Students are highly engaged in decision making and problems solving opportunities whilst working collaboratively, as well as independently. Inquiry is captured throughout our investigation sessions with 'tuning in', focused on both students' ideas and inquiry topics, and tables are also set up with a range of different activities to develop these ideas further.

# Specialists

## STEM

S.T.E.M at Sunbury Primary School is a Specialist program designed to engage students, Foundation – Year 6, in the principles of Design and Digital Technologies. Students undertake a range of Science based investigations to explore a range of topics from Sustainability to Robotics. Using a design based process, students engage with 'real world' problems and work collaboratively to create solutions. At each year level, students discover the world of Robotics and learn the basics of coding. Our S.T.E.M. classes engage students to work with a range of materials and to develop their collaborative and critical thinking skills.

Each year a range of S.T.E.M. based programs, days and celebrations are on offer! The annual S.T.E.M. Family Night offers our school community the opportunity to connect with our school based program; guided by our students. A range of special events to celebrate key days in Science occur throughout the year; including a week-long celebration of Science Week. Through our biannual Senior Science Fair students are provided opportunities to share and showcase their work in S.T.E.M. with our local community and their peers. S.T.E.M. @ Sunbury Primary School is also extending into our local community; providing a free educational program to the Early Learning Centres in our nearby area.

# The Arts

The focus in the Arts is to create an awareness of how the Visual and Performing Arts are linked. Students will have the opportunity to develop conceptual understandings and refine specific skills around singing, dancing, playing a variety of instruments, drama, creating their own plays, music and visual art pieces, while observing works from different cultures as well as by other artists. Visual Art activities also enable students from Foundation to Year 6 to develop fine motor skills, familiarity of using different media and the vocabulary needed to explain their observations and conceptual understandings.

## Physical Education

Physical Education at Sunbury Primary School is focussed on improving physical fitness and developing gross motor and locomotor skills. This is accomplished through a range of lessons that are fun, challenging and engaging.

In the Prep to Year 2 classes, Students explore, practise and improve their application of the eight main locomotor skills - walking, running, jumping, hopping, skipping, sliding, galloping, and leaping. Students also participate in lessons that include fundamental movement skills including throwing, catching, balancing and kicking. They apply these skills in exercises and fun games with an emphasis on participation, encouragement, sportsmanship and fun.

In the Year 3-6 classes, students are exposed to, practise and compete in a range of sports in line with the various Schools Sports Victoria events that happen throughout the year. They practise a wide range of events for Athletics (Long Jump, Triple Jump, High Jump, Shot Put, Discus and Sprinting), Summer and Winter sports including Teeball, Netball, Soccer, AFL, Basketball, Softball, Lawn Bowls and Volleyball, Cross Country and participate in special sporting events such as the Billy Slater cup for Rugby and the Milo Blast for Cricket.

## Japanese

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart."

- Nelson Mandela (South African anti-apartheid revolutionary, political leader and the President of South Africa from 1994-1999)

"The study of Japanese in schools will help Australia build stronger understanding and links with this very important regional neighbour, as well as supporting increased trade and commercial engagement." -Peter Garrett, former Minister for School Education, Early Childhood and Youth from 2010 – 2013

The quotes above show that learning another language is an invaluable skill to have in life. At Sunbury Primary, Japanese at Foundation level primarily has a cultural focus, with some language included. Japanese from Year 1 to Year 6 covers both language and culture. The aim of the program is to prepare students to look outward as active and informed citizens of our global world. Learning an Asian language provides students the opportunity to develop a deeper understanding of Asia and its influence on the world. They become 'Asia literate', engaging in and building relationships with Asia. However, the overarching goal of the Japanese program is to support students to develop a respect for diversity in the world around them. It is about our children recognising that, while there may be differences between people of different cultures, there are also many similarities from which to build strong, inclusive local, national and global communities where everyone is valued and enjoys a sense of belonging.

ウダスカ 先天  
Udasuka Sensei

## SAKG

The Stephanie Alexander Kitchen Garden Program (SAKG) is about creating positive, pleasurable food education and fostering positive food habits for life. With sessions run in both the kitchen and the garden, students have the opportunity to participate in all parts of the food journey from growing, harvesting, preparation and of course, eating! We are so lucky to have an established vegetable garden, The Patch! In The Patch students learn about composting, worm farms, care for our chickens and as mentioned before, growing and harvesting their own food.

The SAKG program is rich and rewarding for all involved, the excitement in the students as they transform their perception of previously avoided food is incredible! Classes are exposed to an array of fresh produce and encouraged to try their creations (an easy feat when they hear how much their peers are enjoying the dishes). In the garden, they will become familiar with various tools and be given age appropriate responsibilities to gain independence and confidence.

## The Patch

Sunbury Primary School has its very own Stephanie Alexander Kitchen Garden, The Patch!

The Patch was neglected for more than 10 years and was looking very sad and overgrown. The SPS Green Thumbs, have busily worked in The Patch since February 2018 to clear, repair, ready and maintain the space so that The Patch is a productive kitchen garden. In 2022/2023 its being extended!

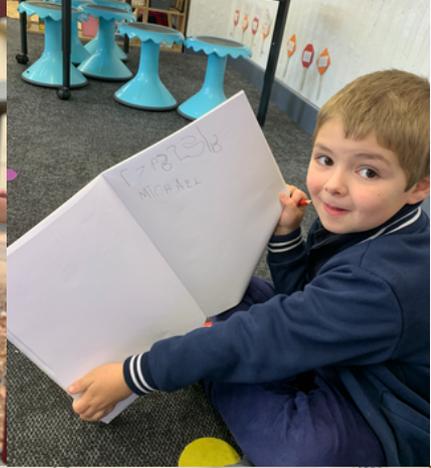
The Patch is now a thriving outdoor space for the school community to explore, grow, play and learn. The Patch welcomes 2 classes a week to take part in the Stephanie Alexander Kitchen Garden's Pleasurable Food Education Program.

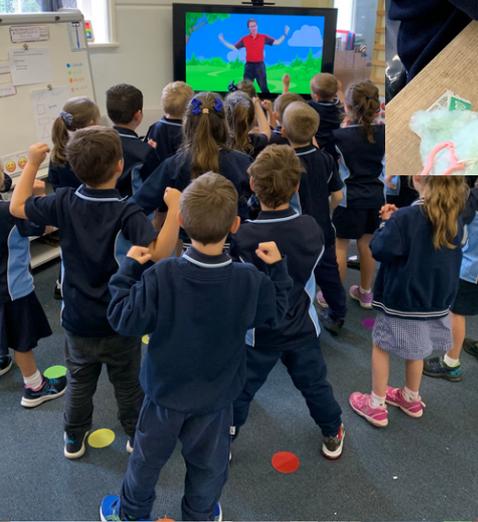
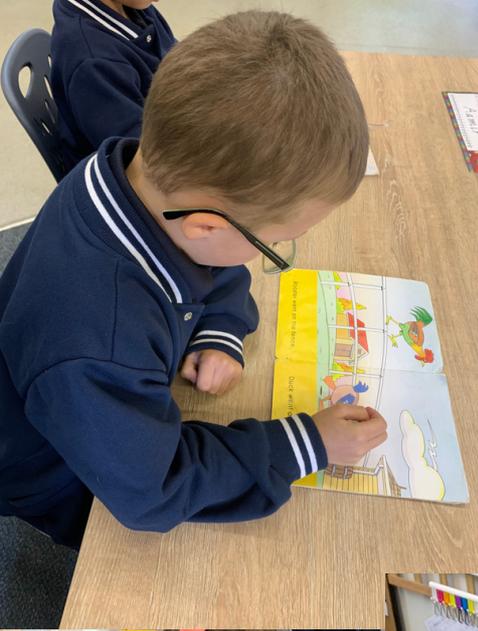
The Patch is the central focus of Sunbury Primary School's Capital Works Project. The new Multipurpose Building, STEM Classroom, School Canteen and Arts Classrooms are designed around and link directly to The Patch.

The Patch's Volunteers alongside Sunbury Primary School's Students have commenced work on extending The Patch. The Patch extension will include an outdoor kitchen and dining space with a pizza oven and BBQ Hot Plate. The existing batting cage will be repurposed into a greenhouse for seed raising.

The extension has been designed using Permaculture Design Principles and features a dedicated Orchard and planning includes an Indigenous Bush Tucker Garden and Frog Habitat.

The Patch grows all of the produce used in Sunbury Primary School's weekly Stephanie Alexander Kitchen Garden Classes.





## Home Learning

Home Learning helps students by complimenting and reinforcing classroom learning, fostering sound habits, and providing an opportunity for students to be responsible for their own learning. Home Learning is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish sound work habits from early primary school. Students benefit from completing home learning regularly. Home Learning helps students develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning. Our Home Learning Policy outlines the expectations for homework at each level.

## Library

All children in the school are permitted and encouraged to borrow books. Class teachers will timetable library sessions in conjunction with the specialist timetable. Please read the books to your child and include your pre-schoolers too. It is very important that you listen to, read to, or read with your children as often as possible, and foster a love for reading.

**Book Club-** The children are given the opportunity to buy books at a cheaper price and the school benefits by receiving extra books as a bonus from Scholastic Books.

## Digital Technologies

At Sunbury Primary School student learning is supported by digital resources in the classroom. Through access to classroom tablets, laptops and teacher directed resources, students are able to explore, enhance and share their learning with others. Virtual learning platforms such as Minecraft Education, provide students with the opportunity to express innovation and creativity. Digital Literacy skills are fostered through guided access to Internet based resources; with students taking ownership of their learning through our school-wide Inquiry program. Sunbury Primary School promotes safe Digital Citizenship practices through our school Wellbeing programs and our Acceptable User policy.

## Excursions/Incursions & Camps

### Excursions and Incursions

Excursions and Incursions are seen as an integral part of educational curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-formal setting. Excursions and Incursions complement, and are an important aspect of the educational programs offered.

### Camps

Children in Years 3 – 6 have the opportunity to participate in school camps. The camp venues are selected by the teaching staff to support the educational objectives for that year. Details of the camps are made available to parents via Compass. On-site activities are organised for children in Years Prep to 2 as part of the camping experience.

# Assessment

Assessment is the ongoing process of gathering, analysing and interpreting evidence; reflecting on findings; and making informed and consistent judgements to improve student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes.

At Sunbury Primary School assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching, this is often referred to as formative assessment. Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards, this is sometimes referred to as summative assessment.

## Student Learning Goals

Student Learning Goals are the behaviours, knowledge or understandings identified as important to the student's next point of learning. At Sunbury Primary School these relate to Reading, Writing and Number & Algebra and student wellbeing, or a combination of these.

Student Learning Goals are about improving your child's learning and achievement and building their capacity to learn. They are about students becoming active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.

Achievement towards these goals will be shared with families through the Seesaw platform throughout the term. We encourage you to discuss these Learning Goals with your child at home.

## NAPLAN

The National Literacy and Numeracy Testing are conducted in May for Year 3 and Year 5 students, assessing:

- Language Conventions (including spelling, grammar and punctuation)
- Reading
- Writing
- Numeracy

# Reporting

Students, teachers and parents working together, as part of the reporting process, strengthens the process for improving achievement in learning. When reporting to parents, schools must ensure reports are easy to understand, individualised and provide accurate information about student learning achievement and progress against the Victorian Curriculum F-10 achievement standards and individual learning goals and targets. Schools have the autonomy to decide how progress and levels of achievement should be represented e.g. a written statement or a graphic representation.

Progressive reporting is the process whereby teachers throughout the teaching and learning cycle provide timely and targeted feedback to students regarding their learning progress in each learning area.

- Often referred to as continuous reporting
- Meaningful feedback is provided in real time
- Creates the conditions for students to be active participants in their own learning
- Increases student motivation to improve learning by creating full transparency over their achievements and areas for improvement
- Ensures parents are also more involved in their child's educational journey as they receive frequent updates of their child's progress (termly).

<b>Feature:</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Curriculum Overview</b>	✓	✓	✓	✓
<b>Victorian Curriculum Progression Points</b>		✓		✓
<b>Level- Based Skill Statements</b>	✓	✓	✓	✓
<b>Student Reflection</b>	✓	✓	✓	✓
<b>Specialists Reports</b>		✓		✓
<b>Attendance</b>	✓	✓	✓	✓
<b>Request for Parent/Teacher Interview</b>	✓	✓	✓	✓

# Student Voice & Agency (Engagement)

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## Student Voice & Agency

Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes. Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

At Sunbury Primary, students spend time developing their deep dive questions, which originates from whole school immersion days. The immersion days gives students the opportunity to explore their upcoming inquiry through a themed day. This is where students can ask questions, engage in learning experiences and enjoy the excitement in or outside the classroom.

We strongly believe this is a perfect way to prepare our students to become lifelong learners.

## School Captains

Students in their final year of primary school are invited to apply for the role of School Captain. Each year four students are selected, following a robust selection process, to represent the student population and carry out responsibilities during school and community events. School Captain candidates must demonstrate the capacity to live the school values, demonstrating respect, inclusion and pride as citizens of a global community.

## House Captains

Students in Years 5 and 6 have the opportunity to self-nominate as a House Captain and are elected by their peers. House Captains work with the Student Leadership Coach and our House Spirit Mentors to create experiences that bring together the students within each House – another way we strengthen connections and community across our school.

## Junior School Council

Children in all grades have the opportunity to participate in decision-making activities via Junior School Council (JSC). A representative from each class is chosen by the students at the start of each school year. The JSC conducts regular events such as Footy Day, Easter activities and appropriate fundraisers for charity. ie. Canteen and Cystic Fibrosis.

# Attendance

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age. School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

It is extremely important that students are at school prior to bell time at 9.00am. Teaching begins immediately after the bell, therefore students arriving late are at risk of missing important information.

If your child is late, you need to visit the office to obtain a late pass prior to entering the classroom.

If you need to pick up your child for an appointment before the end of the school day you will need to visit the office and get a pass before collecting your child from the classroom. It is imperative that we have accurate daily attendance records in the event of an emergency.

# Student Wellbeing and Inclusion

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## Student Wellbeing

If your child has had any external assessments conducted by an allied health professional, please contact the Inclusions Coordinator and provide a copy of the assessment. The Inclusions Coordinator will ensure there is always direct communication established between external allied health professionals and the classroom teacher to align goals and strategies.

## Emergency Information

It is important to notify the general office immediately of any changes to your contact details including telephone numbers, emergency contacts, and copies of custody orders or address details.

## First Aid & Medical Conditions

The school has procedures in place to attend to, and treat children who injured themselves at school. All staff have Level 2 First Aid training and are on hand to support students.

All injuries are recorded in Compass. In the majority of cases, injuries are minor and are treated either through rest, band-aid or ice-pack. Should the injury require further treatment, parents will be notified. Where necessary an ambulance will be called. All charges incurred are the responsibility of the parents.

Please ensure that we are informed about your child's medical details. If your child suffers from asthma or has a severe allergy, you will need to contact the school office and complete further documentation. The school requires parents to complete a Medication Form before any medicine can be administered. These forms are available from the general office.

It is vital that the school is notified of any change in students' medical conditions so that our records are up-to-date and appropriate action can be taken.

## Infectious Diseases

Whilst it is important that children attend school as often as possible, please remember that home is the best place for a sick child. Parents are encouraged to seek medical assistance to ensure effective management of illness and community health. The list of communicable diseases and the period of exclusion from schools is available at all times from the general office. Good health is vital to maximise school progress. All parents can help by isolating their children as soon as possible when an infectious disease/virus is detected.

# Child Safe Standards

Ministerial Order No. 870 sets out the specific actions that schools need to take to meet the child safe standards. The introduction of child safe standards form part of the Victorian Government's response to the recommendations of the Betrayal of Trust report, which found that more must be done to prevent and respond to child abuse in schools. The standards will promote cultures where protecting children from abuse is part of everyday thinking and practice in organisations.

The Child Safe Standards set out to create safe places for children to fully and actively participate in the life of the community benefiting everyone. Sunbury Primary School will ensure that the children in its care are protected to the best of its ability and in line with their duty of care and the compulsory child safe standards.

Our commitment to child safety:

Sunbury Primary School is committed to child safety. Our community want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all children. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our organisation is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Our organisation has robust human resources and recruitment practices for all staff and volunteers and is committed to regularly training and educating our staff and volunteers on child abuse risks.

We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

# Student Engagement and Wellbeing Policy

Sunbury Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of the Student Engagement and Wellbeing policy is to communicate our commitment to providing a safe and supportive learning environment for students; clearly outlining expectations for positive student behaviour; accessing support available to students and families as required; and documenting our school's policies and procedures for responding to inappropriate student behaviour.

# Program for Students with Disabilities

The Program for Students with Disabilities supports the education of students with disabilities in Victorian government schools by providing schools with additional resources. Resources are provided to schools to assist in the education of students with disabilities, not to individual students.

The categories within the Program for Students with Disabilities are:

- Physical Disability
- Visual Impairment
- Severe Behaviour Disorder
- Hearing Impairment
- Intellectual Disability
- Autism Spectrum Disorder
- Severe Language Disorder with Critical Educational Needs

## Student Support Groups (SSG)

Regular Student Support Group (SSG) meetings are held for students with additional needs. These meetings are attended by the parent/s, classroom teacher, integration aide (if the student is funded under the Program for Students with Disabilities) and the Inclusions Coordinator, and if deemed appropriate, allied health professionals that may work with the child. These meetings are an opportunity to discuss the learning and wellbeing needs of students, including goals and strategies that can be implemented. An Individual Learning and Wellbeing Plan (ILWP) may be developed as a result of these meetings, with goals and strategies outlined as discussed in the SSG. SSGs are held for students identified in the following categories:

- Funded under the Program for Students With Disabilities
- Identified as Aboriginal or Torres Strait Islander
- In Out of Home Care
- Students with a new diagnosis related to their learning or wellbeing

SSGs may also be requested by school staff if deemed necessary or appropriate.

## Individual Learning and Wellbeing Plans

Individual Learning and Wellbeing Plans (ILWPs) are developed between the classroom teacher and parent, and in some instances the Inclusions Coordinator and/or Intervention teacher, to outline learning and wellbeing goals and strategies that best support the child to achieve success at school and to maximize learning potential within the classroom. The ILWP outlines a student's current performance, goals and supporting strategies to be used in the classroom, as well as suggested strategies that support parents/guardians to assist their child in achieving these goals.

# Parent/Family Information

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## School Communication

### Compass

The Compass School Manager parent portal is an important information tool for school/parent communication. The Purpose of The Compass School Manager parent portal is:

- to communicate key events and reminders to the school community
- for parents to book into school events such as interviews, student-led conferences and school base events
- for parents to report absences to the school, and staff to record student attendance
- to provide term based progressive and semester based comprehensive reports about students' progress and achievements
- to inform parents of individual student learning goals.
- for parents to provide consent and payment for excursions, incursions and camps.

Families will be provided information from the school upon enrolment which will include a unique login code and steps to register.

### Assemblies

Sunbury Primary School holds assemblies fortnightly, taking place on Friday afternoons from 2:45pm to 3:30pm. These assemblies are conducted by our School Captains. Students, staff and the wider community are invited to recognise and share achievements and information happening within our school.

### Seesaw

At Sunbury Primary School, Seesaw is a digital platform used to help strengthen the communication and partnership between home and school. It provides opportunities and a place for the school to regularly share with families the learning that is taking place for their child. Examples of work and progress towards learning goals that is uploaded onto Seesaw will encourage a shared dialogue between students and their families about teaching and learning.

### Social Media

At Sunbury Primary School, Facebook and Instagram are used to share and celebrate the events and achievements that occur in the school. It provides the Sunbury Community with images and news from school events as well as information about upcoming events.

# Enrolments

To start primary school your child must turn five years of age, or older, by 30th April of the year that they start school.

Under the Victorian Education Department Placement Policy, schools are required to prioritise enrolment for students living in that school zone. Parents who want to send their children to schools located outside of their school zone still have this choice. However, students enrolling at a school from within the school zone will have first priority. This is consistent with current policy.

To find your local school, please visit [findmyschool.vic.gov.au](http://findmyschool.vic.gov.au)

## When to enrol

You can enrol your child in a Victorian government primary school at any time during the year. This is particularly helpful if you are moving to a new area, interstate or from overseas.

Planning ahead, many Victorian government primary schools start taking enrolments as early as April the year before your child is due to start school.

## How to enrol

To enrol your child in a Victorian government school you will need to fill out an enrolment form at that school and provide the school with important information about your child, including:

- evidence of your child's date of birth
- your contact, phone and address details, and that of any other parent, guardian and/or carer
- names and contact details of emergency contacts
- doctor's and dentist's names and phone numbers
- Immunisation Status Certificate
- health and wellbeing information
- information about the language/s your child speaks and hears at home

Enrolment forms are available from the school office. If you need an interpreter to help fill out the enrolment form, the school staff can help organise this for you.

Sunbury Primary School facilitates a comprehensive transition program so prospective students can see their new environment, meet the teachers and see the classrooms prior to the first day of school. We encourage your child to attend these transition days so that they can familiarise themselves with the school and its environment.

# Classroom Helpers & Volunteers

Parents / Guardians / Grandparents are an integral part of our school community. We encourage you to be an active participant in whole school activities which may include volunteering at special events and being a part of the many community groups within our school.

All volunteers must complete a volunteer information session annually. By completing this process visitors are acknowledging that they have read, understood and will abide by the conditions of entry to the school site.

All volunteers assisting in classrooms and with school camps are to undergo a Working with Children check. <https://www.workingwithchildren.vic.gov.au/individuals>  
Please ensure the office has a copy of your Working with Children's card for reference.

All visitors to the school and all parents working within the school are required to sign in and out at the general office. Please ensure that you have signed in before proceeding beyond the administration building and signed out prior to leaving the premises. The register for signing is located on the front reception counter for your convenience. Please note that schools are smoke free environments

## Transition and Graduation

A broad range of transition activities are conducted throughout the school year to support the students at all levels of their schooling. The school participates in the Sunbury and Diggers Rest pre-school transition and Year 6 to Year 7 transition committees.

The Year 6 Graduation represents the culmination of the learning journey which began in Prep. The school recognises this important rite of transition with a graduation ceremony which is conducted in December. Key addresses celebrate the children's achievements and Graduation Certificates are presented to each student by their classroom teachers.

## Lunches & Snacks

The school encourages the practice of children eating healthy snacks of fruit and vegetables and drinking water in order to remain hydrated throughout the day. Classes will develop their own routines to support this practice.

## Essential Learning Items

Our school provides all of the supplies and equipment that a student needs during a school year. Parents are invited to make a curriculum contribution towards the cost of learning materials, as well as contributions towards the Schools Building Fund and Grounds Improvement.

## Mobile Phone Policy

From Term 1, 2020 all government schools were required to have a mobile phone policy. The policy means phones brought to school must be switched off and stored securely at the office during the school day. The aim of this policy is to provide a safe environment to learn without inappropriate mobile phone use (including cyberbullying) or distractions; and greater opportunities for social interaction and physical activity during recess and lunchtimes.

## Mandatory Reporting

School staff have a duty of care to protect the safety, health and wellbeing of the students in their care.

All members of the teaching service are mandated by law to report signs of risk of harm, disclosures of abuse or neglect or have a reasonable belief that a student is subjected to any type of abuse or harm.

## Family Law & Court Orders

Some families are bound by Family Law Court Orders. Documentary evidence must be provided to the school in these instances to provide clear legal guidelines for school staff.

## Contact with Students

All parents are reminded that they are not to approach children in the school grounds. Issues that require resolution should always be managed in the appropriate manner via the classroom teacher or the general office.

## Complaints & Grievances

A school policy exists that outlines the process for managing parent complaints and issues. This policy is available from the general office and an overview can be found at the school's website. More information can be obtained from:

<http://www.education.vic.gov.au/about/contact/pcschools.htm>

## Department of Education

Sunbury Primary School is located within the Hume Network of schools which is part of North Western Region.

Email address: [nmvr@edumail.vic.gov.au](mailto:nmvr@edumail.vic.gov.au)

The Department of Education and Training has many useful resources for parents on its web-site which can be accessed at:

[www.education.vic.gov.au/default.htm](http://www.education.vic.gov.au/default.htm)

## Uniform

School uniform is compulsory at Sunbury Primary School. Parents are asked to assist with the implementation of this policy by ensuring that children comply, and by notifying the school in writing of cases when students will be out of uniform for a prolonged period. It is expected that all children at all levels of the school will wear school uniform. Our school has enjoyed a very commendable level of adherence to the wearing of uniform thanks to the broad range of co-operation between school and home. Let's continue this tradition.

ALL ITEMS of property such as schoolbags, lunch boxes, drink containers, SHOULD BE NAMED to assist in the safe return of misplaced items.

Spare clothes are kept at the school. If your child comes home in any of these clothes, please wash the articles and return them as soon as possible.

For any further information please visit or contact:

Primary School Wear:

Address: Unit 6, 106 – 126 Gap Rd Sunbury

Telephone: (03) 9581 3333

Facsimile. (03)9585 3222

Website: [www.psw.com.au](http://www.psw.com.au)

Email: [sales@psw.com.au](mailto:sales@psw.com.au)

## Hair

Hair should be kept clean and tidy. Long hair should be secured with a hair band. Hair styles are to be of a natural colour.

## Jewellery

The wearing of jewellery is discouraged, plain small (no longer than 15 mm) sleepers or stud earrings are permitted. A watch may also be worn. It should be noted that the school can not be held responsible for the loss of any jewellery being worn to school. It is the parent's/child's responsibility to safeguard these items.

## Hats

School policy on uniform is that school approved hats are compulsory during Term 1 and 4. Students are encouraged to wear hats all year round. Baseball caps are not uniform items, and as such children wishing to wear a hat should wear the wide brimmed style hat or bucket hat that is part of the school uniform.

## Lost Property

Anything that is brought to school should be named, especially all items of school uniform. Lost property is located under the veranda in the P-2 area. Items are regularly sorted by members of staff and parent volunteers. Lost property is cleared at the end of each term and any unnamed items are given to charity.

## Travel to and from School

**Bus-** Sunbury Bus Lines operates bus routes to cater for children attending Sunbury Primary School. There is a cost associated with this service and information regarding bus travel is available from the Sunbury Bus Lines. Please contact the school if your child will be taking the bus at school dismissal so that supervision can be arranged.

**Bikes & Scooters-** If children ride a bike or scooter to school, please note that the wearing of helmets is compulsory by law. Bikes brought to school should be placed in the designated area. Children are required to be responsible for their own safety when riding to and from school, however children under the age of ten years should be supervised when riding to school. The riding of bikes is not allowed in the schoolyard. The riding of skateboards, roller blades, etc. in the school grounds is also prohibited. Children must walk their bikes across the school crossing and in the school grounds.

## Traffic & Parking

The preferred area for parking is at Circular Drive as it has a greater number of parking spaces. When dropping off and collecting your child(ren) at Circular Drive, parents are asked to do so in the designated parking areas and not on the side of the road. The area to the west of the staff car park on The Heights is a 2 minute drop off zone in the morning. If you wish to park and enter the school, please use the area on the east side of the staff car park, as parking there is without time restriction. The recessed parking bays at the front of the school allow for students to be dropped off on the school side of the street. Please use these bays rather than parking on the opposite side of the street and sending children across the road. Observing the restrictions promotes better traffic flow and prevents parking infringements. The area adjacent to the car park entry and exit gates is not a drop off zone. The car park area is for staff use only. Please ensure that pathways are used at all times.

By following these simple rules we can ensure the safety of our children, which must always be our first priority.

## Dogs & Pets on School Grounds

Parents are reminded that dogs and other pets in the school grounds constitute a risk. To further assist us in providing a safe environment for all children at Sunbury Primary School, we ask that dogs remain outside of the school boundary.

Please note guide dogs operate under a particular set of regulations that permit different access privileges.

Special arrangements to bring pets should be made with the school prior to the animals being brought to the school.

