

Neville Bonner Primary School acknowledges the Ngunnawal peoples as the traditional custodians of the land on which the school stands.

We are in awe that our school stands on such ancient land, steeped in culture and history.

We embrace the many and diverse cultures and stories that have come to this land, before and since our school opened in 2013.

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ACT PUBLIC HOLIDAYS 2020

New Year's Day	Wednesday 1 January 2020
Australia Day	Sunday 26 January (holiday is Monday 27 January 2020)
Canberra Day	Monday 9 March 2020
Good Friday	Friday 10 April 2020
Easter Monday	Monday 13 April 2020
ANZAC Day	Saturday 25 April 2020
Reconciliation Day	Monday 1 June 2020
Queen's Birthday	Monday 8 June 2020
Labour Day	Monday 5 October 2020
Christmas Day	Friday 25 December 2020
Boxing Day	Saturday 26 December 2020 (holiday is Monday 28 December 2020)

IMPORTANT DATES FOR THE BEGINNING OF THE 2020 SCHOOL YEAR

Monday 3 February	Preschool, Kindergarten and all new students begin
Tuesday 4 February	All continuing students return (Yrs 1-6)
Thursday 6 February	Thursday/Friday Preschool groups begin
Thursday 13 February	Family Fun and Community BBQ 4.30pm – 5.30pm
Thursday 13 February	Information Evening 5.45pm
Mon 17 Feb - Fri 28 February	“Get To Know You” Yarns with Learning Group teacher
Monday 17 February	Parents and Citizens’ Association Annual General Meeting 6.30pm

IMPORTANT DATES FOR THE BEGINNING OF THE 2020 SCHOOL YEAR

Term 1	Monday 3 February 2020	Friday 9 April 2020
Term 2	Tuesday 28 April 2020	Friday 3 July 2020
Term 3	Monday 20 July 2020	Friday 25 September 2020
Term 4	Monday 12 October 2020	Friday 18 December 2020



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Principal's Welcome



Welcome to Neville Bonner Primary School! Thank you for enrolling your child with us. Our school is a new school, having opened for its first group of children in February 2013. Neville Bonner Primary is named in honour of the first Aboriginal Australian to be a member of the Australian Parliament. Our school is proud of the many artworks and aspects of the school which showcase Aboriginal and Torres Strait Islander histories and cultures.

Through the curriculum we aim to ensure that all the children who attend our school will be given the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on the world.

At Neville Bonner Primary School we are a community of learners. We believe that the basis of strong community is high quality and respectful relationships. Through curriculum we emphasise understanding the complexities of relationships, including strategies to support and promote effective ways to relate to each other.

Each of our children is special to us. Our learning programs and pastoral care practices are designed to build on, and respond to the needs, interests and aspirations of the children. Each child's learning genuinely matters to us, so we work to differentiate the curriculum to take account of *who* we are teaching, as well as *what* we are teaching.

Our school is a community rich in diversity. We greatly value the tapestry of cultures, family backgrounds and life experiences which contribute to such a dynamic and vibrant school community.

The learning programs and environment at Neville Bonner Primary School promote excellence for all children. We expect that all children will contribute their best efforts, supported by nurturing and talented staff, and quality resources.

We are thrilled that you have chosen Neville Bonner Primary for your child's early and primary years of education. We look forward to your family growing with the Neville Bonner community, and hope that your contributions to the school are returned in abundance.

Fran Dawning
Principal



Absences

Parents and carers are requested to notify the school in writing of a child's absence as soon as possible. You are welcome to phone the school and leave a message on the day of the absence. Please send a written note on your child's return to school explaining the reason for her/his absence. You will also be notified by SMS on days that your child is absent and will have the opportunity of notifying us of the reason for absence via return message.

Allergies

Neville Bonner Primary School is an Allergy Friendly School. In accordance, children are asked not to bring to school certain products that may cause severe allergic reactions. We ask that parents/carers assist us by not including **nuts** or **nut products** in foods brought to school. Please check all labels of food carefully prior to inclusion in your child's lunchbox. We will notify families in writing if it is necessary for other foods not to be brought to school.

Assemblies

Assemblies are held each week and are an opportunity for the school community to come together to celebrate the children's learning. All Learning Groups from Preschool to Year 6 attend. All parent/ carers, families and friends of Neville Bonner Primary School children are warmly invited to attend. Each week one of the Learning Groups will share aspects of their learning through performance. Certificates are presented to acknowledge both children's academic learning and their contributions to building a respectful school community.

If your child is performing, or receiving an award you will be notified prior to the Assembly. Our Assembly schedule is advertised in the school Newsletter at the beginning of each term.

Bikes and Scooters

Children who ride bikes, scooters or any "wheels" to school are required to wear a helmet. Bikes and scooters are to be placed in the bike racks in one of the two bike enclosures, during the school day. The enclosures are locked throughout the day, opening again at 3pm.

Buildings

The buildings at Neville Bonner Primary School have been named using words of the local Ngunnawal language.

The buildings located on "**The River**" are:

Gungun (coolamon – symbolising a 'nest' for the very young) – *Preschool learning building*

Murranga (hand – a guiding and welcoming hand) - *Reception*

Gadi - *Library/iCentre*

Nguru (camp) – *Hall*

Nguli (food)- *Canteen*

Dyinyuk (swan – symbolising a time of new development) – red learning building

Mundang (canoe – symbolising children travelling to the next stage of learning) – green learning building



Dyurra (stars – symbolising the children becoming the ‘stars’ of the school as they grow into leaders) – blue learning building. A new building, next to Dyurra, is due to open in 2020.

The buildings located near Burnum Burnum Pl, on “**Dyulang**” (mountain) are named after animals and birds who may live in the local mountains. They are:

Yuyu	mopoke
Binit-Binit	night owl
Mugga	snake
Guginya	kookaburra
Karrugang	magpie
Gurubun	koala

Canteen

The school canteen is operated by the Neville Bonner Primary School Parents’ and Citizens’ (P&C) Association. Currently the canteen opens every weekday for lunch orders, and Fridays for over the counter sale. Opening times of the canteen, as well as menus, are advertised in the School Newsletter. All purchases are made through an online ordering system. The P&C Association is always looking for volunteers to assist in the preparation of lunch orders! Please contact Reception staff if you would like to assist with canteen.

Changes to Details

If, during the school year, you make changes to your contact details – phone contact, address etc - please ensure that Reception is informed. If there are any significant medical or other matters about your child that arise during the year, please make an appointment to meet and discuss with the Principal or Deputy Principal.

Clothing

Children attending Neville Bonner Primary School are asked to wear the school uniform. We are proud of our uniform and all share in the identity it provides us as a community. The logo is very special to us, being in the shape of the island (Ukerebagh Island) on which Neville Bonner was born and featuring the symbol of the palm tree under which he was born.

Children participate in Physical Education activities (e.g. running, climbing, jumping, etc.) every day. Our uniform (shorts/skorts/track pants) design allows for all children to take an active part in this important curriculum area. We also ask that children wear shoes that are comfortable for physical activity (eg ‘runners’).

School uniforms are available from MacDonalds Children’s Wear located in the ‘G’ Complex in Gungahlin (outside, behind Coles). Please note that MacDonalds Children’s Wear is the only approved school uniform provider with the correct colour of the shirts/jackets/vests with logo. If you require financial assistance please do not hesitate to contact the Principal. If for cultural reasons you require modifications to the style of the school clothes, please do not hesitate to contact the Principal for assistance.

It is essential that all items of clothing are clearly named in wash proof/waterproof ink. Please ensure that jumpers, hats, coats, school bags, lunch boxes and drink bottles are **labelled**. For safety reasons we ask families not to write children’s names on the outside of school bags.



Communication

Parents/carers are the first and most significant educators of their children. The school values the important partnership with parents and carers and believe this partnership is fundamental to a productive and enriched education for each child.

The school also understands the importance of reciprocal communication in developing a strong partnership with parents and carers.

The school encourages families and staff to take advantage of the many opportunities for informal conversation between parents/carers and teachers. In addition, the school provides a range of opportunities to share information about learning programmes, school life and children's learning progress. For example:

School Newsletter: a weekly publication providing information about community events, school achievements and happenings, examples of children's learning, school programmes and opportunities. The weekly Newsletter is provided via email to one email address per family, as indicated in your enrolment form. If you do not have access to email and require a hard copy, let Reception staff know.

Term Overviews: an overview of the term's learning for each Learning Group, in all curriculum areas. It provides important dates for the Learning Group, and includes a focus on the Respectful Relationships focus for the term.

Dhurrawangs: 'Dhurrawangs' are sent home fortnightly on a Thursday to families. The aim of the Dhurrawang (Ngunnawal word for light) is to 'shine a light' on learning and provide families with a snapshot of the learning their children will be undertaking in the upcoming fortnight. The Dhurrawang describes some of the activities the children will participate in as well as the vocabulary that will be introduced and suggested ideas of activities families can try at home.

Community Calendar: provides information about up-coming events for the term, with 'plan ahead' significant dates for the remainder of the school year.

Website: contains important information about the school.

Yunggaballi: our daily morning community gathering, where announcements are made and children encouraged to share ideas, news and jokes of the day.

Getting To Know You Yarns: held at the commencement of each school year to provide the opportunity for parents and carers to share important information that will assist staff in understanding each child's interests, aspirations and particular needs.

Mid and End of Year Reports: these provide parents and carers with an evidenced informed account of the children's progress across all learning areas.

Three Way Yarns: held mid-year to provide parents and carers with important information about the child's learning development. The Yarns are led by the children under the guidance of the educator. The children share examples of their learning and celebrate their development with their families.

Phone conversations: Teachers and parents/carers are encouraged to communicate by phone to discuss minor matters or share celebrations about children's learning (if matters are best discussed in person, teachers will request that parents/carers attend for an appointment).



SMS: used to notify and remind families about events, as well as absence notifications.

Meetings by Request: both parents/carers and teachers are encouraged to seek meetings by appointment to discuss any areas of concern or interest in relation to individual children's learning progress or aspects of the school programme.

Learning Journeys: held in Term 3 of each year to provide an opportunity for the children to take their parents/carers on a 'journey' through the learning programme. This is a celebratory event where parents/carers are guided by their children to participate in the learning activities that the children themselves have been undertaking in their learning programmes. Parents and carers are invited to provide written feedback to their child about the experience.

Portfolios: sent home twice per year (end of term 2 and 4) with the Student Report. Portfolios provide families with a holistic picture of children's learning. They contain a selection of student and teacher identified work samples across all curriculum areas, demonstrating progress towards learning goals.

Compliments and Concerns

We encourage you to share your satisfaction with programmes and the work of the staff and school. Feedback is very important to the development of our school and helps us to provide the best possible opportunities and environment for your child. We love to hear from you about things that have gone well, and about your child's/families positive experiences.

If you have any concerns about your child at school, please make an appointment to discuss the matter with your child's Learning Group teacher. You are also welcome to contact the relevant Executive teacher, Deputy Principal or Principal.

The ACT Education and Training Directorate have a policy for complaints resolution. This policy can be accessed at the policy section of the Directorate's website http://www.det.act.gov.au/publications_and_policies/policy_a-z

Curriculum

Neville Bonner Primary School is a place of learning – a community of learners. We focus on developing (in partnership with parents/carers) each child as an independent and curious learner. The Australian Curriculum is the basis for all learning programmes. Our school understands the importance of developing the 'whole' child as a learner. We actively teach relationship skills and seek to help all children understand the importance of their own well-being, and their significant roles in contributing to making our world a just and sustainable place.

The school language is French.

Delivery and Collection of Children

School begins with Yunggaballi at 8.55am each morning and concludes at 3pm. If you need to collect your child between 8.55am and 3pm, please go to Reception first, where you will be asked to sign your child out, prior to collecting him/her from the Learning Group.

If your child arrives at school after 9.15am, a late arrival note is to be collected from Reception, prior to going to the Learning Group.



Enrolment Procedures

Completion of Enrolment Form

Enrolment in ACT public schools is managed through an online process.

This form can be found at the following link:

http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school

When you have completed the online enrolment, it is advisable to contact the school to advise of the submission of the enrolment form. After an offer of enrolment is made, the enrolment process is confirmed when the family visits the school (within a defined timeframe following the offer) to accept the offer and provide the following information:

- proof of the child's age and date of birth
- proof of the child's residential address
- copies of any family law or other relevant court orders
- child's immunisation history
- emergency medical treatment plans where required

First Aid

Accidents and Illness

It is important that children who are sick are kept at home for their own comfort as well as for the wellbeing of other children and staff. If a child becomes ill or is injured at school, appropriate First Aid will be provided by a trained First Aid Officer. The First Aid officer will contact parents/carers in the case of serious/concerning illnesses or injuries.

If emergency treatment is required parents / carers will be notified immediately and the child will be transferred by ambulance to hospital. In such cases, ambulance services and treatment are free.

Administering Medication

If your child requires the administration of medication at school, you need to provide a completed and signed *Known Medical Condition Response Form* and an *Authority to Administer Medication* form (available from Reception) with the relevant section signed by the prescribing doctor or a letter of instruction from the doctor. Medications should be provided to Reception staff for administration and safe keeping. Staff can only administer medication if it is in its original packaging, within its use by date, labelled with the child's name and with relevant instructions from the doctor. Medications, such as asthma puffers, which may need to be located close to the child, should be discussed with the First Aid officer.

Emergency Management or Action Plans:

Teachers will be advised if any child in their Learning Group has a medical condition for which an *Emergency Medical Management* or *Action Plan* has been completed. It is imperative that staff members are well informed of any medical conditions. Please ensure you bring this information to the attention of the Principal when enrolling. If a serious medical condition arises following enrolment, please ensure you make an appointment with the Principal to discuss the matter and requirements. If children suffer any medical condition, for example, Asthma, Epilepsy, Diabetes or Anaphylaxis, an *Emergency Management*



or *Action Plan* must be completed at the time of enrolment. Parents/carers are asked to update these plans at the beginning of each year.

Flexible Learning Areas

Neville Bonner Primary School's learning buildings were purpose built to provide a rich and stimulating physical environment with which learners can engage and flourish. The flexible learning areas are designed to be configured in a number of ways for specific learning experiences and learning styles. Children are provided opportunities to work individually, in pairs and small and large groups. Teachers take advantage of both indoor and outdoor learning environments.

Food and Drink

Parents and carers are encouraged to provide children with healthy snacks and lunch that will enable teachers to assist in the development of lifelong healthy eating habits. Healthy lunches and snacks are important for children and help with their concentration and learning. Children do not share food.

Children have three eating times during the school day. These are: fruit break, lunch and afternoon snack. Eating times are an opportunity for Learning Groups to meet as a community. Eating times are inside, either before or after playbreak and are supervised by the Learning Group teachers. All children are asked to bring their own drink bottle filled with **water only**.

Food Safety

School lunches are particularly susceptible to food poisoning, especially in the summer heat. Parents and carers are reminded of a few simple food safety rules to prepare safe and healthy school lunches.

- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day's school lunch. Some example of foods to freeze include: bread, cooked meat, cheese, baked beans and vegemite.
- While food will be stored in a cool place away from direct sunlight and other heat sources, it is important for the lunch box to be kept cool. This can be done by:
 - Choosing an insulated lunch box or one with a freezer pack or include a wrapped frozen water bottle to keep the lunch box cool
 - Packing a frozen ice block into the lunch box or placing food in a thermos
 - Freezing healthy drinks, such as water and milk, overnight and then storing in your child's lunchbox, helping to keep it cold.
- Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within four hours of preparation. Don't pack these foods if just cooked; first cool in the refrigerator overnight.



Gadi - iCentre

The children will participate in library lessons in Gadi, our iCentre, once per week. At the beginning of each term, in the Term Overview, you will be advised of your child's 'library day'. Additionally, Gadi will be open to families before and after school on specific days of the week. These days and times will be advised in our School Newsletter. A library bag is encouraged to borrow and exchange books each week. All children are provided with a Neville Bonner Primary library bag with their enrolment pack.

Home Learning

Home Learning at Neville Bonner Primary School aims to develop confident and curious learners without creating a source of tension. Participation in the home learning program is encouraged, but optional. We acknowledge that children and families have varying responsibilities and priorities outside of school. Home Learning will vary according to a child's year level and abilities. It may include: reading, sight word practice, number facts practice, or activities linked to current learning in a range of curriculum areas. Further information about Home Learning is provided in the Term Overview and the School's Home Learning Policy (Appendix 2).

Handwashing Procedures

To stop the 'Chain of Infection', staff, children and volunteers are encouraged to follow the hand washing procedures below. Everyone is asked to wash their hands:

- Before eating or touching food
- After toileting
- After blowing noses
- After being outside

All scratches and cuts must be covered.

HOW TO WASH HANDS WITH SOAP AND WATER

1. Wet hands with running water (preferably warm)
2. Apply liquid soap and spread over hands, including back of hands, between fingers and up to wrists (always wet hands before applying soap)
3. Lather soap and rub hands vigorously, including the wrists, palms, between the fingers, around the thumbs and under the nails. Rub hands together for at least 15 seconds (about as long as it takes to sing 'Happy Birthday' once)
4. Rinse thoroughly under running water, removing all suds and germs
5. Turn off tap using paper towel (discard paper towel)
6. Dry thoroughly on new paper towel, which is discarded after use

Infectious Diseases

Personal hygiene measures such as handwashing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions.

The *ACT Public Health Regulations 2000* require children with infectious conditions, and children who have been in contact with infectious conditions, to be excluded from school, Preschool, child care or family day care for the periods specified. **Please see Appendix 1 for a list of conditions.**



We ask all parents and carers to notify the school if their child has an infectious disease so we can notify other families in the school of the possibility of infection. Individual details will be kept confidential.

Immunisation

The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenza type B). We ask that you check your child's present immunisation status to see whether it is complete for his/her age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur.

Information and Communication Technologies (ICT)

As part of the online enrolment process, parents and carers have the opportunity to give permission for children to use the ICT resources of the school and sign the *Acceptable Use of ICT and Code of Practice*.

At Neville Bonner Primary School, children use a range of ICT to support their thinking, learning and communication. Children will be provided opportunities across the curriculum to utilise computers, mobile devices such as iPads and iPods, digital still and video cameras, Interactive Whiteboards and software including 'Reading Eggs' and 'Mathletics'. Kindergarten to Year 6 children are provided with a 'Mathletics' and 'Reading Eggs' account which they utilise both at school and for home learning.

Money, Mobile Phones, Toys and Valuables

We ask that phones and other personal devices such as iPads and iPods, be switched off and given to Reception at the beginning of the day. Sometimes, for example, News, children bring special toys/items to school to talk about with their Learning Group. As a general rule, however, we ask that children keep their precious things at home, as we cannot guarantee their safe keeping.

Out of School Hours Care

Communities@Work is our provider for the Out of School Hours Care programmes. The Centre operates from 7:00am to 9:00am and 3:00pm to 6:00pm Monday to Friday. In the afternoon, an educator from Communities@Work will collect the Kindergarten children from their Learning Groups and escort them to the Centre. Children in Years 1-6 are escorted to 'Afters' by teachers.

Communities@Work also provide a School Holiday Program at Neville Bonner Primary School. For more information or to enrol in out of school hours care visit their website: commsatwork.org/services/children/neville-bonner-primary-school/ or call 1300 212 273.

Parent/Carer Support

If, at any time, you or your family require support, please do not hesitate to contact the Principal, who will be pleased to meet with you and assist in whatever way you feel is comfortable.

Parentlink www.parentlink.act.gov.au is a website which parents and carers may find useful for:

- Parents' guides
- A directory of local parenting services
- Upcoming community events and parenting courses
- Further readings in relation to the parent guides
- Links to other useful websites.



Gungahlin Child and Family Centre can also provide information and assistance. They are open Monday – Friday, 9am – 5pm. You can contact them on 6205 5084.

A range of information guides and pamphlets is also available at Reception.

Parents and Citizens Association (P&C)

Neville Bonner Primary School Parents and Citizens Association (P&C) is a pivotal organisation in the engagement of parents and carers in the life of the school. The P&C acts both as a fundraising body and community building organisation. P&C meetings are held twice per term in the Staff Lounge. All members of the school community are automatically members of the P&C and are encouraged to attend the meetings. The P&C also operates the school canteen, which provides lunches for the children on five days each week.

Parking and Traffic Management

Managing traffic and road safety at schools is a matter for everyone in the community. Children are more at risk in road environments around schools because they are smaller and less visible to drivers. Their behaviour can be less predictable than adults and they may have errors of judgement when dealing with traffic. School environments are often congested during the peak times, because roads and car parks aren't built to meet the high demand and struggle to cope over a short timeframe.

The school community can help to reduce congestion and improve safety for children by walking or riding to school. If you need to drive, consider part way drop off locations or follow these traffic management guidelines to ensure children stay safe. More information is available on the Transport Canberra website, including a range of information sheets and educational resources for school communities to promote active and safe behaviours around schools.

Please see separate information provided in this enrolment pack for full details of Neville Bonner Primary School's Parking and Traffic Management Guidelines, including maps of the parking areas within the vicinity of the school grounds.

Play Breaks

Whilst play breaks at Neville Bonner Primary School are an important time for children to explore and engage in independent play, we also regard them as ideal opportunities to monitor and teach children social and relationship skills 'in situ'. Staff will join in games and activities and be an unobtrusive 'part of play' to support children to engage in respectful play, teamwork and effective problem solving. The school provides a variety of outdoor play resources including blocks, sand toys, trikes and a range of PE equipment for the children to access during play breaks. At the beginning of the year play breaks for Kindergarten children are in an area that is for their sole use. The children will be supported to transition to the 'bigger' playground later in the year.

Reporting to Families

We encourage regular communication between parents and carers and the school about children's progress with their learning. At any time during the year, please feel very welcome to make a time to meet your child's teacher if you want an update on your child's learning. Teachers will also contact you if there are any concerns or exciting news to share.



The schedule for the 'formal' reporting process to parents and carers about child progress includes:

Term 1

- Information Evening
- 'Getting to Know You' Yarns

Term 2

- PIPS report (Kindergarten children only)
- Semester One Report and Portfolio

Term 3

- Three Way Yarns
- Learning Journey

Term 4

- PIPS report (Kindergarten children only)
- NAPLAN Report (Years 3 and 5 children only)
- Semester Two Report and Portfolio

School Board

School boards in each public school are established under the *Education Act 2004*. Neville Bonner Primary School Board meets at least four times per year. It comprises parent and citizen and teacher representatives, as well as the principal. Elections for the School Board are held at the beginning of Term 1 each year.

The Board establishes the school's strategic direction and priorities, with a focus on policy development. It also establishes budgetary policies for the school and approves the school budget. The Board also has a significant role in developing relationships between the school and the community and between the school and community organisations, including encouraging parent/carer participation in their children's learning.

School Events

At Neville Bonner Primary School children are provided opportunities to participate in a range of whole school events. We value these opportunities as an important component of identifying and promoting children's talents and interests. Communication and information about these events will be provided through notes home to families, Newsletter, Term Overviews and the School Calendar.

Some examples of events include:

- Athletics Carnival
- Cross Country Carnival
- Swimming Carnival
- End of Year Concert
- Jump Rope for Heart
- Harmony Day



- Literacy and Numeracy Week
- Children’s Week
- Diabetes Week
- Clubs
- Grandparents’ and Special Friends’ Day
- Band performances
- Reconciliation Week
- NAIDOC Week
- Neville Bonner’s Birthday
- Book Week and Science Week

School Houses

When children enrol at Neville Bonner Primary School they join one of four school ‘Houses’. Children from the same family are placed in the same House. In 2014, consultation occurred amongst the children and the community to determine the names of our inaugural Houses. It was determined that the Houses would be named using words that the local Ngunnawal people use to describe weather phenomena. The House system facilitates sporting carnivals and other whole school events and generates great pride amongst the children!

The Houses are:

Murungul (green) – thunder

Garrit (blue) - rain

Winyu (yellow) - sun

Kanbi (red) – fire

School Timetable (sample)

Below is an example of a timetable outlining a day of learning at Neville Bonner Primary School:

8.30 – 8.55	Supervised play time
8.55 – 9.00	Morning Gathering (Yunggaballi)
9.00 – 10.00	Children in learning areas learning
10.00 – 10.10	Fruit Break
10.10 – 11.00	Children in learning areas learning
11.00 – 11.40	Play break
11.40 – 11.55	Supervised lunch eating time
11.55 – 1.20	Children in learning areas learning
1.20 – 1.30	Supervised eating time - snack
1.30 – 2.00	Play break
2.00 – 3.00	Children in learning areas learning



Specialist Programmes

Neville Bonner Primary School offers a range of programmes provided by Specialist teachers. These include:

- Cooking and Gardening in the Aboriginal and Torres Strait Islander Learning and Cultural Centre
- Physical Education
- Information Technology
- Library
- French
- Music
- Visual Arts
- Drama

Stationery Requirements

To ensure that children at Neville Bonner Primary School have the appropriate equipment to begin their learning at the beginning of the year, the school pre-orders stationery packs for all children. Each stationery pack contains all the necessary equipment children will need for the year including pencils, textas, exercise books, display folders, scissors, glue etc. The school orders in bulk and has secured quality resources at competitive prices. You will be provided with information at the time of enrolment containing further details and contribution amount.

The stationery pack for children in Kindergarten to Year 6 also includes a subscription to 'Mathletics' and 'Reading Eggs', which are online learning tools for Mathematics and English.

Sun Smart

Neville Bonner Primary School is recognised by the ACT Cancer Council as a 'Sun Smart School'. In line with strong recommendations from the Cancer Council our school has 'No Hat, Play in the Shade' procedures. All staff and children are asked to wear sun safe hats (not caps), sunscreen and sun safe clothing during outdoor activities. During outside play periods, children without hats will play in shaded areas. To reduce the chance of Vitamin D deficiency, the Cancer Council does not recommend sun protection in the ACT region for the months of June and July. During this period, Neville Bonner Primary has a 'hats off' period.

We encourage children to bring in their own sunscreen to apply during the day. The school will provide some for those students who cannot bring their own. If you do not wish for your child to apply the school sunscreen you will need to sign an 'opt out' note. We ask families to apply sunscreen to their child prior to arriving at school and we will provide time to reapply prior to the second outside play break. We recommend roll-ons for school – they are easy for children to use and store in school bags. For sensitive skin, try a fragrance free product, or one designed for toddlers.



Supporting Children's Learning

All Learning Group teachers provide learning programmes that are differentiated, that is, designed to target each child at her/his particular level or point of need in each curriculum area.

Additionally, we provide targeted support for children who would benefit from reinforcement or extension in a particular learning area for a defined period of time. This may happen in individual or small group lessons. Parents and carers will be notified if their child is participating in a support or extension programme.

Transferring/Leaving School

Parents and carers are asked to complete the relevant form at Reception at least **one week prior to departure** when children are leaving the school to allow for preparation of documentation.

Voluntary Contributions

Each year we ask for the valuable support of parents and carers through our Voluntary Contributions scheme. These contributions form an important part of our school budget, assisting the school to purchase quality resources for the children's learning programme. Further information about Voluntary Contributions is included in the enrolment pack and is sent to all families at various times during the school year.

Volunteering

We value and encourage partnerships between home and school. Families are welcome to share their special skills, interests and diverse family cultures with the school. We encourage participation in social activities to enable families to meet each other and form a sense of belonging to the school.

Some way families can help include:

- Sharing knowledge and expertise of craft, cooking, music, storytelling, job skills etc.
- Reading with children
- Covering books
- Working bees in the garden etc.
- Assisting at excursions
- Assisting at Sports carnivals

Prior to volunteering, volunteers are required to attend Reception to complete the appropriate forms. They will need to sign in at Reception and receive a 'Visitors' badge each time they volunteer at the school.

Volunteers who participate in regular activities (volunteering for more than 3 days in any four week period or 7 days in any 12 month period) will require a *Working with Vulnerable People* card. Further information is available at Reception on request.

Forms are available online at: www.accesscanberra.act.gov.au/





TOGETHER WE GROW

We hope you have found this information in this booklet useful. We greatly appreciate feedback and are keen to hear from you if you think we have missed things that are important to you. We regularly update this booklet – so please let us know what else you would like to see in here



Appendix 1: RECOMMENDED MINIMUM PERIODS OF EXCLUSION FROM SCHOOL FOR CONTACTS OF AND CASES WITH INFECTIOUS DISEASES

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded



Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in nonimmunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.

*These conditions must be notified by medical practitioners to the Chief Health Officer

#These conditions must be notified by the school principal or principal carer to the Chief Health Officer.



Home Learning Policy and Guidelines

Background

The Neville Bonner Primary School provides a welcoming, safe and nurturing environment which supports children to excel as learners. Our school opened in 2013 to serve the community of Bonner and Forde in the fast growing North Canberra region of Gungahlin. Our school is a primary school catering for children from Preschool to Year 6. In partnership with parents and carers we strive to build our school as a community of learners who treat each other with respect and regard. Respectful Relationships is fundamental to our school philosophy and developing our school community as our region develops over time.

This home learning policy has been developed in response to parent and carer requests.

Purpose

To guide our community on the learning journey the school developed a four year strategic plan. The Home Learning Policy has been developed to work towards strategic priorities 1 and 3 and to establish and foster productive partnerships.

The Home Learning Policy articulates and communicates the expectations about home learning at the Neville Bonner Primary School.

Home Learning

Home learning can play a valuable part in our children's development. Our Home Learning Policy aims to develop confident and curious learners without creating a source of tension.

Home learning can:

- provide opportunities for children to share learning with their parents and carers
- build collaborative learning partnerships between parent, child and teacher
- reinforce learnings from the classroom building confidence in our children
- provide opportunities to become involved in real life learning situations
- assist parents and carers to be aware of classroom learning programs
- support children in becoming independent learners, and
- develop time management and organisational skills.

We also believe that children have varying requirements at different stages in their schooling. Therefore home learning content and expectations should change according to a child's year level.



Principles and Responsibilities

Participation in the home learning program is voluntary. Completed tasks will be marked, however, these will not go into the end of term assessment.

Important points to consider:

- children spend from 9am to 3pm in formal learning at school
- many children are involved with out of school hours activities, including those children who attend After School Care
- home situations are diverse
- some of the best learning occurs in everyday family life e.g. helping in the kitchen, shopping, playing games and sharing interests with the family
- research indicates that child outcomes are enhanced when the family actively supports the learning process at home
- participation in the *Home Learning* program is voluntary.

Teachers will:

- provide home learning tasks relevant to class work
- clearly communicate expectations and timeframes to children and parents
- encourage children to complete tasks with positive reinforcement
- acknowledge and celebrate the completion of homework at an individual level, and
- provide feedback to children about their work Setting aside time to develop strategies with the child's parents regarding any difficulties.

Children who choose to do tasks will:

- talk to the teacher if you have questions
- do quality work and try your best.

Parents and Carers are encouraged to help their children with home learning:

- encourage their child/ren to complete tasks
- provide a quiet and comfortable environment to work
- provide regular times when the child can complete tasks
- talk to their child and support them when necessary, and
- contact the teacher if their child is having difficulty completing home learning tasks.

The School will:

- ensure that information sessions at the beginning of each year include a home learning session
- provide staff and parents with a copy of the home learning policy
- aspire provide an online learning environment to support the implementation of the policy
- regularly review the policy to reflect best practice and community views.

We acknowledge that children and families have varying responsibilities and priorities outside of school. We also recognise that children may have a range of interests and needs. We therefore encourage open discussion between teachers, parents and children regarding home learning tasks.



Guidelines

No set amount of home learning is prescribed by the Policy and the times set out below are only a guide. The amount appropriate is to be determined at the discretion of the year level teaching teams and the School Principal. The amount set each week may vary from time to time as circumstances dictate.

Preschool to Year 2

- Every child should read for approximately 10 minutes daily. This may include reading to an adult, reading with an adult or being read to by an adult.
- Additional tasks linked to units of inquiry may be set at times. For example, children may be asked to bring in an object from home that relates to a unit of inquiry or to interview a parent about a given topic.

Years 3 and 4

- Every child should read for at least 10 minutes daily.
- 15 minutes of literacy related activities per week.
- 15 minutes of numeracy related activities per week.
- Occasional projects, which reinforce research skills, would be expected in Years 3-6. If additional resources are required, these will be provided.

Years 5 and 6

- Every child should read for at least 20 minutes daily.
- 20 minutes of literacy related activities per week.
- 20 minutes of numeracy related activities per week.
- Additional open-ended tasks linked to units of inquiry may be set at times.

It should also be noted that:

Parents may also find email a useful means of communication with class teachers on home learning tasks.

Unit of inquiry work is designed to develop children' deeper understanding of concepts. Completed tasks will be marked, however, marks will not be included in the end of term assessment.



Appendix 3: NEVILLE BONNER PRIMARY SCHOOL SONG

*Written by James Madsen in conjunction with Neville Bonner
Primary School students (2013)*

Yunggaballi (Sing)

Like a river that flows through this land
Show me a path with your guiding hand
Like a river that flows through this land
Show me a path with your guiding hand

And together we can all sing with joy in our hearts
And together we can all sing as we reach for the stars

Yunggaballi, murranga, yunggaballi, gadi
Yunggaballi, murranga, yunggaballi, sing, yunggaballi, sing!

(body percussion)

Yunggaballi, sing!

May this river of knowledge flow free
And inspire my mind on this journey
May this river of knowledge flow free
And inspire my mind on this journey

And together we can all sing with joy in our hearts
And together we can all sing as we reach for the stars

Yunggaballi, murranga, yunggaballi, gadi
Yunggaballi, murranga, yunggaballi, sing, yunggaballi, sing!
Yunggaballi, murranga, yunggaballi, gadi
Yunggaballi, murranga, yunggaballi, sing, yunggaballi, sing!

(body percussion)

Yunggaballi, gadi, yunggaballi, gadi

Yunggaballi, sing!

(clap, click, click, pat)

Yunggaballi, sing! *clap, click, click, pat)*

