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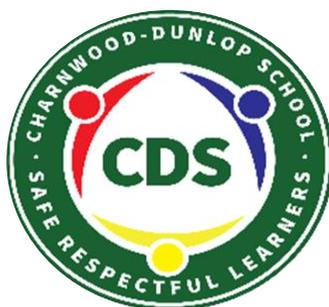
# Charnwood-Dunlop School

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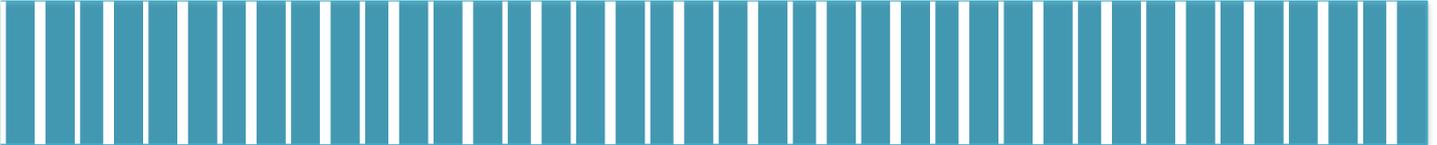


## Family Handbook

Kindergarten – Year 6



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# Welcome to Charnwood-Dunlop School

## CONTACT DETAILS

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### Education Directorate Contact Details

13 2281

[www.education.act.gov.au](http://www.education.act.gov.au)

### SCHOOL CONTACT DETAILS

#### Acting Principal

Danielle Porter

#### Acting Deputy Principal

Julia Ison

#### Preschool Team Leader

Annie Wild

#### Kindergarten and Belconnen Primary Introductory English Centre Team Leader

Marni Payne

#### Year 1/2 Team Leaders

Lisa Williams and Sarah Davies

#### Year 3/4 Team Leader and LSU Team Leader

Julia Ison

#### Year 5/6 Team

Yvonne Piper

#### Business Manager

Kirsten Sharman

#### Belconnen Primary Introductory English Centre Administration

Somma Burge

#### Enrolments, Excursions and Staffing Officer

Maree Smith

#### Front Office

Michelle Scott

Kerri Wilesmith

Isabella Moth

#### Youth Support Worker

Isaac Jacobs

School Phone number: 02 6142 2680

Preschool Phone number: 02 6142 2691

School Email: [info@charnwoodps.act.edu.au](mailto:info@charnwoodps.act.edu.au)

School Website: [www.charnwoodps.act.gov.au](http://www.charnwoodps.act.gov.au)

## Principals Welcome

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Welcome to Charnwood-Dunlop School. I hope you take some time to investigate our wonderful school. We opened as Charnwood Primary School in 1975 and renamed to Charnwood-Dunlop School in 2008 to reflect the inclusion of the then new suburb Dunlop into our priority enrolment area. Our school vision is:

**'Together as a community of staff, students and families we create a safe and encouraging learning environment where wonder and curiosity are nurtured, and every child is empowered to reach their full potential. We value diversity and build positive respectful relationships through effective communication.'**

Our work at school is guided by our vision and our professional and highly accomplished staff work collectively to achieve this. Our focused and skilled teachers act as facilitators for learning, design and implement learning programs at student point of need and progress student learning.

Our contemporary learning environments are largely open plan, and we have a strong culture to team teaching. Teachers work together to collaboratively plan learning experiences so that all students no matter which class they are in participate in well-designed learning opportunities enabling them to achieve the learning outcomes needed for each year of schooling.

Our Positive Behaviours for Learning (PBL) approach to student engagement and wellbeing is a well-researched approach grounded in the concept that positive behaviours can be explicitly taught and should be regularly practised. Tied with a supportive environment can create desired behaviours. Our school expectation is that all students are positively engaged in their learning, they are safe, and they are respectful.

We host the Belconnen Primary Introductory English Centre (BPIEC) where students who are newly arrived in Australia and speak a language other than English at home are welcomed for a semester of intensive English instruction before transitioning to their local primary school. The inclusion of the BPIEC provides a unique and valuable opportunity for all our students to develop intercultural understandings, create connections and develop an appreciation of diversity in our global society. The BPIEC is an important part of our school.

We build and maintain strong relationships with our community. We continually seek and respond to feedback to continue to improve. This occurs each year through formal means such as the school satisfaction survey and more informally through school requests for feedback and community generated commentary.

We have strong student leadership and voice with an active Student Representative Council and School and House Captains elected annually. These student leaders have an important role in the school gathering student opinions, advocating for change, and being community representatives for us.

We have strong connections with our feeder high school, Melba Copland Secondary School and we have students who participate in the Magellan Program an enrichment Maths and Science program annually. Our senior students are supported to incorporate technology into their learning with the provision of enough chromebooks for each student in years 3 to 6. Our junior classes use iPads to enhance their learning experiences.

We provide a rigorous and enriched learning program for students which provides opportunities for extension and enrichment through participation in International Competitions and Assessments for Schools (ICAS), a woodwind band for students in years 5 and 6, our Student Representative Council (SRC), and a variety of sporting opportunities including basketball, rugby league, netball and touch football gala days, full school carnivals for swimming, athletics and cross country annually.

If you would like further information or wish to visit Charnwood-Dunlop School, please contact us on 6142 2680 and we will happily show you around and share more about our school.

***Danielle Porter***

## ACT EDUCATION DIRECTORATE VISION

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The ACT Education Directorate's vision is that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

## CHARNWOOD-DUNLOP SCHOOL VISION

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*Together as a community of educators, children and families we create a safe and encouraging learning environment where wonder and curiosity are nurtured. We empower every child to reach their full potential. We value diversity and build respectful relationships through effective communication and positive community partnerships.*

Students at Charnwood-Dunlop have many opportunities to learn and succeed through:

- A strong focus on literacy and numeracy learning
- Differentiated learning opportunities for a diverse range of students
- An integrated inquiry approach to teaching and learning
- Strong community focus encouraging families to be active participants in their children's education
- Positive Behaviours for Learning (PBL) that addresses the diverse academic and social needs of every student to support them in being successful.
- Arts programs including music and visual arts awards, Year 5 and 6 band, singing, dance, performances and creativity
- Physical education and sports opportunities such as: skipping, touch football, basketball, soccer, softball, AFL, athletics, cross country, swimming, gross motor circuits and bike riding
- Sports Houses including sports/community awards
- ACT Rostrum public speaking for senior primary
- Year 6 School Parliament Leadership program and leadership representatives P-6
- Technology: Chromebook and iPads for student learning, Interactive Whiteboards (IWBs) in all classrooms, STEM lab, assistive technology. Staff and students use Google Apps for Education (GAFE).
- Fresh Tastes program including a cooking club
- Active Brain Café to encourage reading together and a nutritious breakfast. Open every morning from 8:30am to 9:00am. A targeted reading program is delivered by trained teachers, assistants and volunteers from 9:00am to 9:30am.
- Magellan Gifted and Talented program as part of the Melba Copland cluster
- Celebrations such as: Harmony Day, ANZAC Day, NAIDOC Week, Book Week
- Restorative Practice approach to providing positive relationships and dealing with conflict
- Ride and Walk to School program, including a purpose-built bike skills track
- Youth Support Worker Program



## ENROLMENT PROCEDURES

The majority of initial enrolments take place at the beginning of Preschool for children who turn four on or before 30 April. Once enrolled in Preschool, your child is automatically enrolled into the primary school for Kindergarten unless we are notified otherwise. A comprehensive transition program for Charnwood-Dunlop Preschool students is negotiated each year to facilitate the smooth progression of students into Kindergarten. All other enrolments are completed when a student starts at the school.

For further details, please see the school policies and procedures section of this handbook.

Families wishing to enrol their child in our Introductory English Centre should contact the Front Office on 6142 2680. Charnwood-Dunlop School is considered to be a Category B School and is also a Pathway School for students who reside in the NSW North-side Zone. Category B schools will consider applications from out of area students against the criteria below, in the order of priority indicated. Please refer to these criteria when completing the online enrolment form.

1. If you have legal considerations, where a court order identifies that a student needs to attend a specific school
2. If there are exceptional circumstances, based on student wellbeing, that mean that your child cannot attend their local school and must attend the school they have applied for. (Where there are reasons why your child cannot attend their local school, but they could attend another school with more room to take out of area enrolments, the Directorate will help your family find an alternative school. Contact the Enrolments Call back Service: [\(02\) 6205 5429](tel:0262055429))
3. Subject to capacity, the school will enrol your child if they have an ACT-resident sibling attending that school. This includes step/half and cultural siblings (recognition of Aboriginal and Torres Strait Islander kinship relationships).

Subject to capacity, Category B schools will also consider out of area applications on the following criteria, in the order of priority indicated:

1. Student is seeking to access a curriculum choice(s) not available at their PEA school.
2. Student is from a designated high-demand PEA. In 2021, this applies to all Gungahlin-region resident students (please note that Gungahlin resident students are all guaranteed a place in their local school if that is their school of choice.)
3. Student had a sibling who formerly attended the school.
4. Student lives in NSW and has a sibling concurrently attending the school.

## HOURS OF OPERATION

8:30am to 9:00am ABC Breakfast Café Supervised Play	
<p><b>9:00 am to 11:00 am</b> 10:40 am to 10:50am <i>11:00am to 11:10 am</i> <b>11:40 am to 1:05 pm</b> 1:05 pm to 1:10 pm <i>1:10 pm to 1:40 pm</i> <b>1:40 pm to 3:00 pm</b> 3:00pm</p>	<p><b>Teaching Session</b> Supervised Eating <i>Break 1</i> <b>Teaching Session</b> Supervised Eating <i>Break 2</i> <b>Teaching Session</b> Pick up time</p>
3:00pm to 3:20pm Bus Duty	

## SUPERVISION OF STUDENTS

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At Charnwood-Dunlop School formal classes commence at 9.00am. There is a teacher on duty in the playground and in the ABC Café from 8.30am to supervise students before school. Students should not arrive at school before 8.30am. Preschool and Kindergarten students must be picked up from their classroom each day. Teachers will supervise students until they are collected so please let your child's teacher know about the drop off and pick up arrangements for your child.

Please ensure children leave the school grounds after 3.00pm. No supervision can be provided for children after school hours. Should you require additional care you can contact the Before and After School Care program coordinated by Belconnen Community Centre. They can be contacted on 6278 8188 or 0408 449 173.

*Please note:*

1. Children are not to leave the school grounds without permission from the Principal or delegate
2. Any variation to standard school hours should be discussed with the appropriate class teacher
3. Adults collecting or dropping off students between 9:00am to 3:00pm must sign their child in or out of the school in the sign in/out book at the Front Office.

## BELCONNEN PRIMARY INTRODUCTORY ENGLISH CENTRE

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The Belconnen Primary Introductory English Centre (BPIEC) was opened in 2011 and is an integral part of Charnwood-Dunlop School.

The BPIEC was developed to provide intensive English language instruction to primary students living in the Belconnen area of Canberra who are newly arrived in Australia and speak a language other than English at home. The program is designed to enable students to develop enough English language skills, knowledge and confidence so they can successfully become part of their local primary school community.

The teaching staff at the BPIEC have ESL qualifications in addition to teaching and have taught in a variety of schools in Australia, and in some cases, overseas. A bi-lingual Learning Support Assistant works with students in class and supports the teachers with administrative tasks.

### Aims of the BPIEC

Educators work in partnership with parents, the school, the community and the ACTED. The program provides newly arrived students with a foundation in the English language so they can participate with **equal access** in educational and social settings.

Students are provided with opportunities to develop their English language and social skills to a level that will enable them to successfully function in a primary school environment and to live in and contribute to Australia's multicultural society.

### Eligibility Criteria

The BPIEC program is open to students who:

- are 5-13 years old and speak a language other than English and whose English is inadequate for study at an Australian primary school
- are a new arrival to Australia; or
- are an Australian citizen or permanent resident; or
- are a temporary visa holder who has been approved for enrolment by the International Education Unit (IEU).

The International Education Unit contact details are:

International Education Unit  
GPO Box 158 Canberra ACT 2601  
Ph: 6205 9178 Fax: 6205 9239  
Web: [www.det.act.gov.au](http://www.det.act.gov.au)

**International Private Students** who speak a language other than English are also eligible to attend the BPIEC after completing the necessary application and payment procedures with the International Education Unit.

## Enrolment Procedures

Parents of students enrolling at the BPIEC need to make an appointment for an interview and provide the following documents:

- Passport and visa verifying resident status if born overseas and a record of date of arrival in Australia **OR** an Australian birth certificate if born in Australia
- Completed enrolment forms and medical consent form
- Immunisation record if available
- Proof of residence (e.g. utility bill or driver's licence)

The online enrolment is available at: <https://forms.act.gov.au/smartform/public/FormServer?formId=1087>

## CHANGES TO CONTACT DETAILS

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It is important that contact telephone numbers be kept up to date so that parents or guardians are able to be contacted in cases of emergency. Parents are asked to update these on the **Medical Information Form** which is sent home at the commencement of each school year for every student.

Should changes occur during the year due to moving house or a change in mobile phone number, please contact the School Office on 6142 2680 immediately and a new form will be forwarded to you via your child.

## COMMUNICATION AVENUES WITH STAFF

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Our school recognises the importance of positive family and staff relationships. We encourage:

- Sharing knowledge to enhance the growth and development of your child
- Developing positive relationships with families that are based on mutual trust and open communication
- Developing a sense of belonging to the Preschool and wider school, for the children, families and staff.

### Contacting the Class Teacher

Please contact the class teacher if you wish to discuss concerns, seek feedback or provide information about your child's academic or social progress. Please make an appointment in advance – before or after school on Mondays/Thursdays/Fridays as that is usually the best time. Alternatively, you can email or call the class teacher regarding your child. Class teachers value your child's education if further action needs to be taken after your appointment the teacher may seek support or guidance from the school psychologist or executive teacher. Referrals may be made to the Wellbeing team or your child's progress may be discussed at a case management meeting. Please allow time for the teacher to follow up and communicate actions with you.

### Contacting the Executive Teacher

Please contact an executive teacher after the class teacher if:

- You wish to explore further support or intervention for your child.
- You feel a matter raised has not been adequately resolved or addressed.
- You require further communication and clarification about a matter and require input or advice.

### Contacting the Deputy Principal or Principal

Please contact the Deputy or Principal if you have communicated with your child's teacher and an executive teacher and feel you need further support. Please contact the Front Office on 6142 2680 to make an appointment.

### Newsletter

The school newsletter is published every Thursday fortnight. The contents of the newsletter include a focus on learning and PBL, school/area events, meetings, community news and feature articles. If you would like to make a contribution to the newsletter, please contact the Front Office on 6142 2680. Generally, school notices and newsletters will be emailed to you. If you do not have access to email, please inform the Front Office staff and they will provide the youngest sibling with a paper copy.

## CONTRIBUTION TO DECISION MAKING

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Families are welcome to contribute to the decision-making procedures of the school through the School Board or the P&C.

### School Board

Each government school in the ACT is administered by a School Board whose membership comprises of the school Principal, two elected staff members, three elected members of the parent body and a nominee of the Education Directorate. Elected members normally serve for a period of two years.

The Board is the policy-making body of the school. Its major functions are to:

- determine the educational policies to be implemented at the school
- assess, from time to time, the needs of the school in relation to the provision of buildings and facilities, equipment
- determine the purposes for which funds made available for the school are to be expended
- make recommendations to the Director General in respect of the buildings, facilities and equipment of the school for purposes other than school purposes
- develop relationships between the school and the community and between the school and community organisations
- make recommendations to the Director General on matters relating to the school.

Responsibility for the implementation of policies established by the Board rests with the Principal and staff. Please see the Front Office staff for contact details for the School Board.

### Parents and Citizens Association

The P&C plays an important role for all our families from Preschool to Year 6. The P&C provides an informal meeting ground for parents and teachers and serves a vital fundraising function for the School.

Meetings are generally held twice a term. The contact details for the P&C President, as well as the time and dates of meetings are advertised in the school newsletter.

### Family Involvement

Our families are welcome to share their special skills, interests and diverse family cultures. We encourage families to participate in social activities, join the School Board or P&C and meet others and form a sense of belonging to our school.

Families can become involved and enrich children's learning in many ways including:

- sharing knowledge and expertise of craft, cooking, music, storytelling, job skills etc.
- volunteering at the ABC Café
- listening to students read, or taking a maths or reading group

### Participation of Volunteers

Volunteers have a special place in our school and assist in many ways including interaction with individuals and small groups of children in a range of different activities.

To assist our school in providing a safe environment and a positive educational climate, volunteers are asked to comply with the *Code of Conduct for Volunteers*. This code of conduct has been formulated to clarify the type of conduct expected of volunteers when participating in programs and activities in ACT Government schools.

Volunteers working in schools need to:

- observe similar standards of behaviour and ethical conduct to that required of staff. For example, you are expected to act within the law, be honest and fair, respect other people (including students), and work to the best standard of your ability.
- appreciate that teachers have a special duty of care for students that cannot be delegated or transferred to others. Appreciate also that the Principal is the spokesperson for the school.
- appreciate that students have rights and aspirations. Treat students with dignity and respect.
- observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive.

Sensitive and/or personal information requires additional caution in the way it is treated. For example, volunteers should not discuss nor disclose personal information about students, staff or students' parents/carers to others.

- accept and follow directions from the Principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements. You may need to familiarise yourself with the Directorate's policies and guidelines on particular issues.
- observe safe work practices which avoid unnecessary risks, apply reasonable instructions given by supervisors and report to the supervising staff and school administration any hazard or hazardous practice in the workplace.
- report any problems as they arise to your supervisor, including incidents, injury or property damage.
- avoid waste or extravagance and make proper use of the resources of the school/Directorate.

Under Legislation introduced in 2013, volunteers undertaking more than a legislated number of hours are required to complete a *Working with Vulnerable People* check. Please see the Front Office for the appropriate forms if you are interested in working in our school in a volunteer capacity.

All volunteers are required to sign in and out of the school. Please see Front Office staff for the appropriate documentation.

## VISITORS

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For security as well as social reasons, we ask that **all** people visiting the school for whatever reason check in with the school Front Office staff on their arrival in the school building, provide contact details and sign the visitor's book.

## SAFETY

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The following are useful rules to bear in mind:

- students waiting for parents should wait inside the school grounds
- students riding bikes to and from school should always wear appropriate safety helmets. They are not permitted to ride their bikes within school grounds. Use of footpaths where possible is encouraged
- students are not permitted to use the playground equipment before 9.00am
- jewellery, especially drop earrings, can be a safety hazard and should not be worn to school.

## CURRICULUM

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The school follows the Australian Curriculum with key learning areas in:

- English - Language, Literature, Literacy
- Mathematics - Number and Algebra, Measurement and Geometry, Statistics and Probability
- Science - Science Understanding, Science as a Human Endeavour, Science Enquiry Skills
- Humanities and Social Sciences—History, Geography, Economics and Business (Year 5 and 6), Civics and Citizenship (Year 3-6)
- The Arts - Dance, Drama, Media Arts, Music, Visual Arts
- Technologies—Digital Technologies, Design and Technologies
- Health and Physical Education
- LOTE - Activities include Spanish language development and cultural understanding.

Every five years the school's curriculum and progress are subjected to a rigorous process of validation, to ensure high quality teaching and learning continues in our school. Charnwood-Dunlop School was validated in 2020. A copy of the validation report is available on the school website.

After validation, ACT schools develop a new five-year plan in consultation with the school community. The plan is supported annually by the operational plan and covers the educational domains - Leading and Managing, Learning and Teaching, Student Engagement and Community Engagement. The current School Plan for 2020 - 2025 is available on the school website.

## ASSESSMENT AND REPORTING

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The school uses a variety of assessment strategies including rubrics, checklists, assignments, running records, class and standardised tests to track student progress. The teaching staff work with our students to ensure that each student is achieving his/her full potential. The focus is always upon the personal learning growth of each individual student.

Reporting to families occurs on a regular basis. Goal setting conferences are held in term one and involve both the parent/carer and the student. Parent teacher interviews are held to review each child's progress at the end of first semester. Formal written reports are sent home at the end of terms two and four. Learning Journeys are held in term three. In addition, parents/carers are able to ask for an interview with the class teacher at any time, should they have concerns regarding their child's progress at school.

## **EXCURSIONS**

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Excursions are part of the educational program to enrich student learning at Charnwood-Dunlop School. If students use any form of transport, families will be advised in advance and asked to give permission, in writing, for the child to attend. Teachers also invite community experts, such as Kenny Koala, and performing artists to visit the school and share their knowledge.

Families will be notified of all excursions in writing and asked to give written permission for their child to participate. Please ensure that all excursion permission notes plus payment are given to your child's teacher. The cost of excursions is usually met by parents; however special arrangements for students in need may be made, upon request.

## **LIBRARY**

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Each class has a designated library time once a week. You will be informed of your child's library day at the start of the year. During this time children borrow two library books to take home for a week and participate in programs which develop literacy skills. Library books need to be returned before new books may be borrowed. If a book is lost or damaged, please inform your child's teacher.

## **ADDITIONAL PROGRAMS**

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As well as our regular academic curriculum the following are offered at Charnwood-Dunlop School as part of our school curriculum and our Student Engagement and Wellbeing Policy:

### **Restorative Practices**

Restorative Practice includes conferencing and circle time to empower students to solve problems.

### **Positive Behaviour for Learning**

Positive Behaviour for Learning (PBL) is an evidenced based whole school systems approach that addresses the diverse academic and social needs of every student to support them in being successful. PBL supports all students to transition through school and enables schools to establish a continuum of supports that are intensified to meet the needs of every student. PBL is team driven and establishes positive social expectations for all in the school community.

### **Student Representative Council**

The Student Representative Program provides an opportunity for student voice, participation in school governance and decision making. It is an opportunity for students to demonstrate leadership, become active citizens, promote democracy, show initiative and develop a sense of pride.

### **Active Brain Café**

Every morning the ABC Café is open from 8.30am - 9.00am and provides a nutritious breakfast and an opportunity to read together in a welcoming community environment. From 9.00am - 9.30am staff and volunteers in the café provide reading support on a one-to-one or small group basis.

### **School Band**

Charnwood-Dunlop School has a Year 5/6 Band which is directed by a specialist music teacher from the Directorate's Instrumental Music Program and a school staff member. Students enter the program in Year 5 and remain in the program for two years. The Band practices two sessions per week in school time.

Additional practices may be scheduled before school or combined with other schools throughout the year.

### **Magellan Gifted and Talented Program**

In conjunction with our local secondary school, Melba Copland Secondary School (MCSS), and other local Primary schools, students are selected through a common assessment to participate in the Magellan Gifted and Talented program at MCSS.

## **HOMEWORK**

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The primary focus of homework at Charnwood-Dunlop School is on reading. Parents of students in Kindergarten to

Year 2 are encouraged to read to, and to read with their children. Students in Years 3 to 6 are encouraged to read widely and independently. Further home learning is available on request from your child's teacher.

## **STATIONERY PACKS**

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These are available through the school. We make every effort to keep the prices as low as possible. All families will be sent stationery pack forms at the end of the year for the following year or upon commencement.

## **SUPPORT AT SCHOOL: STUDENTS WITH ADDITIONAL NEEDS**

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### **Wellbeing Team**

At Charnwood-Dunlop School a committee, including class teachers, executive staff, youth support workers, learning support assistants, and the school psychologist:

- examine information about students experiencing specific problems
- develop special programs of work
- refer students to the school psychologist and/or outside agencies for specialist assessment.

### **School Psychologist**

We have a psychologist who works part time at the school. The psychologist assists in the holistic development of students and advises staff on strategies to support individual student needs. Many of the students seen by the psychologist are referred by teachers, the executive staff or the student wellbeing team. Parent/carers may also refer their children and students can also self-refer. Parents are invited to consult the psychologist by making an appointment through the Front Office. Any discussion with the psychologist is entirely confidential.

### **Learning Assistance**

Extra support is available for students who require short term or longer-term support. The school employs Learning Support Assistants and resource teachers to assist students on an individual or in a small group basis and to help teachers develop and deliver special programs for students with additional needs. An EALD teacher works part time in the school to assist students with English as an additional language or dialect.

## **ABSENCES**

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Unless you have provided a note to the school in advance advising the school that your child will be absent., parents/carers are requested to contact the school in the morning on 6142 2680, to inform the school of the absence or send a message via email. Should no notice of absence be received by the school, the school will message the student's primary contact via mobile phone on the day of the absence.

When dropping off or collecting students between the core learning hours between 9:00am to 3:00pm, only a parent/carer is to pick up the child unless a note has been provided by the parent/carer. If you need to collect your child from school early, please inform the class teacher and the Front Office so this can be an easy process. Ensure that if you are delivering or collecting your child from school between 9:00am to 3:00pm that you collect and drop them off at the Front Office as they must be signed in and out.

If there are any legal restraining orders or custody plans in place, please provide the school with a copy of these documents.

## **ILLNESS**

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If there is any doubt regarding your child's health - please do not send them to school. Facilities for the care of sick students are limited and must be kept available for emergencies or sudden illness occurring during the school day.

Depending upon their assessment, a student may be asked to rest in the sick room or parents contacted at home or at work.

Parents would not expect a child to be ill all day at school without medical attention and can be assured that the school will contact them where possible. For this reason, it is important that the school be informed of any changes, short or long term, in-home address, telephone number (home and work) and of emergency contacts.

## **FIRST AID**

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In case of illness or injury a student should report to their teacher or teacher on duty and will be referred to the First Aid Officer for treatment. In the case of a serious accident, the Principal or Deputy Principal is informed, professional help is obtained, and the parents informed.

All treatment is entered in the First Aid Register with name, date, injury / illness, student's teacher and class.

After a serious accident, a Directorate incident report is completed by the teacher who saw what happened. A copy of this report is forwarded to the Education Directorate; a second copy is retained by the school.

## MEDICATION

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Should your child require medication during the school day written permission and directions are required. Written permission to administer medication is required whenever a medication or dosage changes. Medications are kept in the Front Office at all times, to be administered by Front Office staff.

## INSURANCE AND AMBULANCE TRANSPORT

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The ACT Education Directorate does not provide any insurance cover for injury, disease or illness to students resulting from school activities or school organised excursions. Claims for compensation are met when there is a legal liability to do so. Liability is not automatic and depends on the circumstances in which any injury, disease or illness was sustained.

As there is no automatic insurance cover for personal injury if your child is injured at school or during a school organised activity/excursion, you should therefore consider whether taking out personal insurance cover for your child is warranted.

The ACT Ambulance Service provides free ambulance transport for children who are injured or suddenly become ill at school or during an approved school organised activity *within the ACT*.

## EMERGENCY MANAGEMENT PROCEDURES

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Charnwood-Dunlop School has a policy on emergency evacuations and is required to practice evacuation procedures including lockdown and lockout. All staff and children participate.

## BICYCLES AND SCOOTERS

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Children are encouraged to ride their bikes to school. We cannot guarantee the safety of bikes left at school and bike security is the responsibility of the owner. All bicycles **MUST** be securely locked with a bike lock. For added security, a lockable bike enclosure is located on the school grounds. Care must be exercised when riding to and from school, including the wearing of an Australian standards helmet. If your child rides a bicycle or scooter to school, please ensure that the following points are observed:

- Normal road safety rules are followed
- Bicycles and scooters are not ridden in school grounds
- Bicycles and scooters are not borrowed to any other student
- Helmets are worn by bike riders

## MOBILE PHONES

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We would prefer that mobile phones not be brought to school. If your child needs to be contacted, please phone the Front Office on 6142 2680 and the office staff will be happy to pass on a message.

If for a particular reason your child must have a mobile phone at school, it is to be handed into the Front Office at 9:00am and collected at 3:00pm.

## VALUABLES AT SCHOOL

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Children do not need to bring money to school. Should money be required for clubs, excursions or some other purpose, a note specifying the amount and purpose is sent home with the children concerned. Such money is collected daily at 9:00am. Parents are advised that it is unwise for children to bring to school valued or valuable items such as toys, iPods, iPads, mobile phones, and jewellery. If children do bring these items to school, they should be dropped off at the Front Office at 9:00am and collected by the child at 3:00pm.

## SCHOOL UNIFORM

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Charnwood-Dunlop School has uniform which students are expected to wear. The official uniform colours are green, white and black. New and pre-loved school uniforms are available through the school Front Office or Workin Gear in Fyshwick.

All personal items including clothing and stationery should be clearly marked with the student's name.

A comprehensive list of uniform requirements for students at the school follows.

Girls Summer	Girls Winter	Boys Summer	Boys Winter
Green and white check dress	Dark green and black checked -winter tunic	Black shorts	Black/bottle green trousers/track pants
Bottle Green and Black pleated dress	Black/bottle green trousers/track pants	Bottle green polo shirt	Bottle green polo shirt
Black shorts or skort	Bottle green polo shirt	Green or white socks	Bottle green polar fleece
Bottle green polo shirt	Bottle green polar fleece	Black or white shoes/sneakers	Green or white socks
Green or white socks	Green or white socks		Black or white shoes/sneakers
Black or white shoes/sneaker	Black or white shoes/sneakers		

## SUN PROTECTION POLICY

Charnwood-Dunlop School is a SunSmart school. This requires a sun protection policy to ensure all students and staff are protected from skin damage caused by harmful radiation from the sun. The school's sun protection policy requires children to wear a sun smart hat, either a legionnaires design or broad brimmed hat for all outdoor activities except during the winter months of June and July. A no hat, no play agreement exists during breaks. All children are provided with a sun smart hat in their house colour. Outdoor play equipment is covered by a shaded roof and an indoor library session is available at second break for students. Students are encouraged to apply a sunscreen before school.

## LOST PROPERTY

All articles taken to school by children, and especially all outer clothing, should be clearly labelled with the child's name. Parents should check labels regularly to make sure the name is still legible.

Lost property can be found in the Fishbowl and parents and children are encouraged to reclaim lost items. All reasonable care is taken of found items, but it is the child's responsibility to look after their personal belongings. Each term all items of lost property are displayed in the school. Unclaimed, good quality items are cleaned and given to the Uniform store for re-sale or are passed on to local charities.

## CANTEEN

At the Charnwood-Dunlop School we currently do not have a canteen, so a packed lunch will need to be provided each day. Each term the Fresh Taste team organize special lunch days - information about special lunches will be send home to your child a week in advance.

## VOLUNTARY CONTRIBUTIONS

The School Board has consistently adopted the community provision option of voluntary contributions, and as such, parents are asked to provide financial help to the school through parental contributions. It is a fundamental misconception that 'schooling' is free and that the ACT Government pays all students school expenses within the ACT.

The Charnwood-Dunlop School is given an allocation of funds, based on enrolment, from the ACT Education Directorate; however, the school relies on parent contributions to provide additional educational materials. These voluntary contributions are set annually by the School Board and can be paid at the Front Office during school hours. Contributions can be made for the year or spread over two semesters. In situations where contributions cannot be made, parents are asked to discuss the matter, in confidence, with the Principal.

## SPORTS HOUSES

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Students are placed in one of three sport houses for the purpose of our house competition. Family members are placed in the same house. House points are awarded for a student's participation in inter-house sport, academic progress or acts of citizenship that assist the school's welfare or that of other students. The houses are named after historical location features near the Charnwood-Dunlop School:

House Name	House Colour
Homeleigh	Blue
Parkwood	Yellow
Woodgrove	Red

House Captains are elected by their peers to assist in the conduct of house and school affairs, such as the selection of sporting teams and the conduct of school assemblies.

## PARENT SUPPORT

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Parentlink [www.parentlink.act.gov.au](http://www.parentlink.act.gov.au) is a website which parents can use to access:

- Parent guides, including electronic order forms
- 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.

## STUDENT ENGAGEMENT AND WELL BEING POLICY

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### Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a proactive, positive discipline model that is based on the assumption that desirable behaviours should be taught. This teaching-based model can be used for addressing problem behaviours in any school setting or for targeting specific problem behaviours with groups of students or with individual students. Consequences are clearly defined and taught to students.

When implemented, PBL ensures:

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students feel safe and cared for at school
- parents, family and community are more involved in school life; and
- unproductive and challenging behaviour can be significantly reduced for most students

The program at Charnwood-Dunlop School is based on the belief that all students are safe, respectful learners.

Students are supported through the use of:

- explicit teaching of positive behaviours
- a behaviour expectation matrix and flowchart
- positive reward system, including e-praise points
- visual prompts for expected behaviours around the school
- defined responses for behaviour

### Transition Programs

Regular visits and communication between staff and students ensure that progression from Preschool, and to high school, is as smooth and enjoyable as possible.

The key factor in both transition programs is the provision of experiences which provide students and their families with valuable information. Transitions commence in semester two and increase in frequency. Transition action plans are devised for students requiring additional support.

## FOOD ALLERGIES AND ANAPHYLAXIS

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Charnwood-Dunlop School is committed to providing an *Anaphylactic Friendly* environment, minimising exposure to particular foods such as peanuts and tree nuts, eggs, dairy, gluten and particular fruits. Anaphylaxis is a severe allergic reaction which is potentially life threatening. Most cases occur after a person with a severe allergy is exposed

to the allergen to which they are allergic, usually a food, insect sting or medication. It is common for a child with a SEVERE anaphylaxis reaction caused by peanuts and tree nuts (including but not limited to almonds, cashews, macadamia nuts and pistachios) to be part of our school community.

To assist us in providing a safe environment for everyone, we ask that you avoid including foods that may contain nuts in your child’s lunch box. These may include:

- peanut butter, Nutella or similar
- baked goods/biscuits containing nuts/muesli bars
- foods containing peanut oil
- pesto

If your child has special food requirements, please see your child’s class teacher.

## CONCERNS OR COMPLAINTS

If you have a concern about your child’s education, please have a conversation with the teacher. You are also welcome to make contact with the Principal and Executive Teacher on 6142 2680.

Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at [http://www.det.act.gov.au/publications\\_and\\_policies/policy\\_a-z](http://www.det.act.gov.au/publications_and_policies/policy_a-z)

## DISEASES- OUTBREAK PROCEDURES AND EXCLUSION PERIODS

Kindergarten students continuing from Charnwood-Dunlop Preschool may use the immunisation record supplied for the Preschool enrolment, updated where required.

The purpose of this enrolment prerequisite is to protect all students from infectious diseases.

A parent or guardian of a child with a disease listed in the table or a child who has been in contact with an infectious disease which stipulated exclusion for contacts is required to notify the school Principal as soon as possible. Periods of exclusion from school for children suffering from infectious diseases are on the following pages.

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (e.g. with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*# <i>Haemophilus influenzae</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if - Child is unwell, or child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*#Measles	Exclude for at least 4 days after the rash appears.	Immunised contacts not excluded. Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. Otherwise, excluded until 10 days after last contact with the index case.

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded
*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.	Exclude non-immunised household, home based child-care and close child-care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).
Worms (intestinal)	Exclude until diarrhoea ceases	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.

## VERSION CONTROL



**Charnwood-Dunlop School**  
Bettington Circuit, Charnwood ACT 2615  
Phone: 6142 2680  
Email: [info@charnwoodps.act.edu.au](mailto:info@charnwoodps.act.edu.au)

