

## Welcome back to School!

Welcome back to another year filled with exciting learning experiences at Old Bonalbo Public School! We hope you had a restful break spent with loved ones and are ready to dive into all the fun-filled activities we have in store for the students. This term we have planned a range of events and programs to stimulate and challenge the students, helping them grow both academically and socially.

We would like to remind all parents/carers to keep an eye out for important dates and upcoming events, as well as to stay in touch with their child's teacher. Together, we can make this term a success. We look forward to having a great term

### PARENT/STAFF PROTOCOL

If you would like to speak to someone regarding your child/family/the school including a classroom or playground issue, please make an appointment to see the Classroom Teacher. If the issue has not been resolved please make an appointment to see the Principal.

Thank you for helping us manage our school well in this way.



**School and Office Hours: 8:30am to 3:30pm**

**Morning Supervision starts from 8:40am**

**Breakfast Club from 8:40am-8:50am**

### School Uniforms

School Shirts are available for purchase via the front office. Due to purchasing difficulties of the Maroon Star shirts we will be transitioning to Red Star shirts. We will continue to sell the Maroon Star shirts until they are sold. Both shirts are acceptable to wear.

We are transitioning to black shorts/track pants. We will NOT be stocking these at school as you are able to buy them at a lower price than we are able to sell them for. Kmart, BigW and Best and Less, all sell appropriate black shorts. **Please note, tights and bike pants are not an acceptable piece of clothing to wear to school.**



Scan me for  
key dates  
[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

**School zone speed  
limits apply**  
on all school days,  
including school  
development days.



## Term Dates

<b>TERM 1</b>	
Start	Thursday 1 February
Finish	Friday 12 April
<b>TERM 2</b>	
Start	Tuesday 30 April
Finish	Friday 5 July
<b>TERM 3</b>	
Start	Tuesday 23 July
Finish	Friday 27 September
<b>TERM 4</b>	
Start	Monday 14 October
Finish	Wednesday 18 December

## Bell Times

Breakfast Club	8:40am - 8:50am
1st Session (English)	9am-11am
Lunch	11am - 11:45am
2nd Session (Maths and other Key Learning Areas)	11:45am - 1:45pm
Recess	1:45pm - 2:15pm
3rd Session (STEM, Music, PE)	2:15pm - 3pm



# Student belongings

It's essential for students to take responsibility for their belongings. In the past, staff members have taken on this responsibility, but they will no longer be doing so. Students must learn to keep an eye on their items and make sure they are secure. This means keeping track of backpacks, lunch boxes, drink bottles, hats and any other valuable items.

Taking care of one's belongings also teaches valuable life skills. It helps students learn to be responsible and independent. It also teaches them the importance of organisation and time management. These skills will be useful throughout their lives, both in and out of school.

By taking responsibility for their belongings, students will also be showing respect for themselves and others. When items are left lying around, it can create a messy and chaotic environment. This can be stressful for both staff and students. By keeping their belongings secure, students can show that they care about their own well-being as well as that of their peers.

Additionally, taking care of one's belongings is crucial in creating a safe and secure environment. It prevents theft and ensures that students are able to focus on their studies without worrying about lost or stolen items. It also helps to promote a sense of community, where everyone looks out for each other's belongings. So, let's all take responsibility for our belongings and create a safe and secure learning environment.

It's important to note that taking care of one's belongings doesn't have to be a burden. With a little bit of effort and planning, it can become a habit. For example, students can make a checklist of the items they need to bring to school each day and double-check it before leaving. They can also make sure to keep their backpacks organised so that items are easy to find. Having their name on their items also assists in the finding and returning of lost items.



If your child has lost an item please ask them to check the lost property box located in the front office.

## What's On Term 1, 2024

### Week 3

Monday 12 February

Mobile Library

Friday 16 February

Canteen  
Random Acts of Kindness Day

### Week 4

Friday 23 February

Woodenbong Swimming Carnival

### Week 5

Monday 26 February

Mobile Library

Friday 1 March

Canteen  
Clean Up Australia Day

### Week 6

Monday 4 March

Kindy Transition - 8:45 - 11:15

### Week 7

Monday 11 March

Mobile Library  
Kindy Transition - 8:45 - 11:15

Wednesday 13 March

NAPLAN starts - YEarS 3 and 5

Thursday 14 March

International Mathematics Day

Friday 15 March

Canteen

### Week 8

Monday 18 March

Kindy Transition - 8:45 - 11:15

Thursday 21 March

Harmony Day

Friday 22 March

School Photogragher

### Week 9

Monday 25 March

Mobile Library

Thursday 28 March

Easter Fun Day

Friday 29 March

**PUBLIC HOLIDAY - GOOD FRIDAY**

### Week 10

Monday 1 April

**PUBLIC HOLIDAY - EASTER MONDAY**

Tuesday 2 - Friday 5 April

Gymnastics

### Week 11

Monday 8 April

Mobile Library

Friday 12 April

Canteen  
Students last day of school for Term 1

# School Canteen

Canteen Orders **must** be in on Thursday with payment.

No orders will be taken on a Friday of Canteen Day nor will orders be accepted without payment.

This is due to the shopping for the Canteen being done according to orders placed before the Canteen day. This ensures we are not wasting money on unused products.



	Price
Pizza Pocket	\$3.00
Meat Pie	\$3.00
Sausage Roll	\$3.00
Chicken Strips	\$0.50c
Chocolate Milk	\$2.00
Strawberry Milk	\$2.00
M&Ms	\$0.50c
Caramello Koala	\$0.50c
Freddo Frog	\$0.50c
Allens Party Mix	\$1.00



## REMINDER

**Orders with Money MUST be returned by Thursday.**

**All profit from canteen goes towards our major excursion at the end of the year**





## Getting on Track in Time – *Got It!*

*Got It!* is a wellbeing program that aims to build resilience, increase emotion regulation and social skills plus reducing challenging behaviours in children, whilst supporting their families and the school community. *Got It!* is a partnership between NSW Health and the NSW Department of Education and will be in Old Bonalbo Public School in **Term 1 and Term 2, 2024**.

This year at Old Bonalbo Public School, all our students will be offered social and emotional learning activities delivered by their class teacher within their usual lessons, based on a program called Second Step. All children in K-2 will also be invited to participate in a small group run by local NSW Health professionals with a school staff member. Suitability for this group is based on the child's individual needs, parent/carer interest and school input, with consideration of the current services/supports already in place. All parents of K-2 children will be offered the opportunity to complete a questionnaire for their child to be included in this additional program. The questionnaire will be sent home in Week 1 of Term 1 (to be returned by Thursday 8th February 2024, Week 2 of Term 1).

The *Got It!* team is looking forward to working with Old Bonalbo Public School, and will hold an information stall on Wednesday 7<sup>th</sup> February from 2.30pm, to assist with completion of the questionnaire. Feel free to call to ask any questions prior to this.

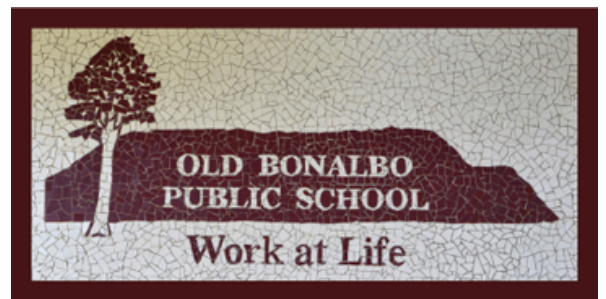
Want to know more about the *Got It!* program?

Check out the *Got It!* video  
<https://youtu.be/dphTbRyXSKk>

Want to contact the team?

Phone the Northern NSW *Got It!* Senior Clinician  
Brittany Smith on **02 6603 0932**  
or email [NNSWLHD-GOTIT@health.nsw.gov.au](mailto:NNSWLHD-GOTIT@health.nsw.gov.au)

We would like to thank the whole school community for your commitment to improving the wellbeing of children and families.



Old Bonalbo Public School

# KINDERGARTEN TRANSITION

Old Bonalbo Public School welcomes all 2025 Kindergarten students to attend their Kindergarten Orientation Days!

Students are invited to attend transition at the school on Tuesdays from 8:45am to 11:30am.

If you would like to register your child to attend our transition days please contact the school on (02) 6665 3124 or drop into the schools front office to collect Transition forms.

A small school offering big opportunities!

**CONTACT US:**

**Phone:**

**(02) 6665 3124**

**Facebook**

**Old Bonalbo Public School**

**Email:**

**oldbonalbo-p.school@det.nsw.edu.au**



# NAPLAN

## National Assessment Program - Literacy and Numeracy Information for parents and carers

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- All students in Years 3, 5, 7 and 9 in Australia do NAPLAN tests in March each year.
- NAPLAN tests students' skills in reading, writing and maths.
- The test questions are presented in Standard Australian English dialect.
- Students read some of the questions and listen to others with headphones.
- The tests will get easier or harder, depending on how students are going in the test.
- Students do four different tests. The names of the four tests are:



**Writing**



**Reading**



**Conventions of language**  
(spelling, grammar and punctuation)



**Numeracy**

- Students in Year 3 will do the Writing test using pencil and paper. Year 3 students will answer the other test questions on the computer.
- Students in Years 5, 7 and 9 will answer all their test questions on computers.
- Teachers will help students get ready for NAPLAN tests.
- Schools will get their students' results. The school will then give parents/carers a report showing their own child's results.
- Parents/carers can talk to the teacher about these results.
- NAPLAN shows how students are going all over Australia. People who work in the Australian Government, state and territory education authorities and schools use NAPLAN results. The results let them see which schools are doing well and which schools might need help.

**Talk to your teacher if you have any questions about your child doing the tests.**

**For more information on NAPLAN, visit [nap.edu.au](http://nap.edu.au).**



# Personal development, health and physical education information for parents – Old Bonalbo Public School

Dear parents and caregivers

This year, students in Kindergarten to Year 6 will be involved in the mandatory subject Personal Development, Health and Physical Education (PDHPE). This subject prepares and supports students to lead, and contribute to, healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Our school's PDHPE program covers a wide range of education matter, including relationships, drug use, human sexuality, child protection, fundamental movement skill development, safety and physical activity. Some of the content of the program deals with sensitive issues. The school recognises this by teaching about these issues within the context of a developmentally appropriate program and by providing information to you about the program.

The school program will be implemented in a manner that supports the role of parents and caregivers and reflects the ethos of the school community.

For more information on PDHPE go to <https://syllabus.nesa.nsw.edu.au/pdhpe/>. The school program aims to encourage students to make informed decisions about their lifestyle taking into account the values of the family, culture and religion to which they belong.

Some of the specific content which will be covered in PDHPE includes:

Early Stage 1	Stage 1
<ul style="list-style-type: none"><li>• Movement skills and physical activity such as games, dance and gymnastics</li><li>• The importance of staying active and the effects on the body</li><li>• Caring for your body, through nutrition and sun protection</li><li>• Relationships</li><li>• Identifies how individuals care for each other</li><li>• Communication</li><li>• Making decisions</li><li>• Feelings, needs and wants</li><li>• Personal health, nutrition and hygiene</li><li>• Body appearance, external body parts and senses</li><li>• Changes in body and abilities since birth</li><li>• Administration of medicine, safe use and storage</li><li>• Personal rights and responsibilities</li><li>• Making and keeping friends, working and playing with others</li></ul>	<ul style="list-style-type: none"><li>• Movement skills and physical activity such as games, dance and gymnastics</li><li>• The importance of staying active and the effects on the body</li><li>• Caring for your body, through nutrition and sun protection</li><li>• Relationships</li><li>• Identifies how individuals care for each other</li><li>• Communication</li><li>• Making decisions</li><li>• Feelings, needs and wants</li><li>• Personal health, nutrition and hygiene</li><li>• Body appearance, internal and external body parts, (private and non-private)</li><li>• Body systems (skeletal) and senses</li><li>• Changes in body, abilities and feelings about change</li><li>• Medication purpose, safe use and storage</li></ul>

Early Stage 1	Stage 1
<ul style="list-style-type: none"> <li>• Family roles</li> <li>• Road, pedestrian and passenger safety</li> <li>• Water safety through safe places, play and survival strategies</li> <li>• Emergency procedures</li> <li>• Recognising and responding to safe and unsafe situations</li> <li>• Developing positive relationships and support networks</li> <li>• Developing assertiveness (No Go Tell)</li> <li>• Appropriate and inappropriate touching</li> <li>• Caring for the environment at school and home</li> <li>• Safe play around the home and school</li> </ul>	<ul style="list-style-type: none"> <li>• Personal rights and responsibilities</li> <li>• Road, pedestrian and passenger safety</li> <li>• Water safety through safe places, play and survival strategies</li> <li>• Emergency procedures</li> <li>• Recognising and responding to safe and unsafe situations</li> <li>• Developing positive relationships and support networks</li> <li>• Developing assertiveness (No Go Tell)</li> <li>• Appropriate and inappropriate touching</li> <li>• Water, air, land pollution and caring for the environment at school and home.</li> <li>• Safe play around the home and school</li> </ul>

Stage 2	Stage 3
<ul style="list-style-type: none"> <li>• Movement skills and physical activity such as athletics, games, dance and gymnastics</li> <li>• The importance of staying active and the effects on the body</li> <li>• Caring for your body, through nutrition and sun protection</li> <li>• Relationships</li> <li>• Identifies how individuals care for each other</li> <li>• Communication</li> <li>• Making decisions</li> <li>• Feelings, needs and wants</li> <li>• Personal health, nutrition and hygiene</li> <li>• Male/female characteristics and puberty-related changes</li> <li>• Body systems (functions), growth, development and heredity</li> <li>• Gender images and expectations or male and female characteristics</li> <li>• Changes in body and feelings about change</li> <li>• Medication purpose, safe use and storage</li> <li>• Personal rights and responsibilities</li> <li>• Personal, school, family and cultural values</li> <li>• Road, pedestrian and passenger safety</li> <li>• Water safety through safe places, play and survival strategies</li> <li>• Emergency procedures</li> <li>• Recognising and responding to safe and unsafe situations</li> <li>• Developing positive relationships and support networks</li> <li>• Developing assertiveness (No Go Tell)</li> <li>• Reducing and eliminating risks</li> </ul>	<ul style="list-style-type: none"> <li>• Movement skills and physical activity such as athletics, games, dance and gymnastics</li> <li>• The importance of staying active and the effects on the body</li> <li>• Caring for your body, through nutrition and sun protection</li> <li>• Relationships</li> <li>• Identifies how individuals care for each other</li> <li>• Communication</li> <li>• Influences on the decision making processes and evaluation</li> <li>• Feelings, needs and wants</li> <li>• Personal health, nutrition and hygiene</li> <li>• Male/female characteristics and puberty-related changes</li> <li>• Body systems (functions and interrelationships) and appropriate and inappropriate touching</li> <li>• Gender images and expectations and male and female characteristics</li> <li>• Puberty, reproduction and responsibility in sexual relationships</li> <li>• Identifying physical, social and emotional change and methods for coping</li> <li>• Grief and loss</li> <li>• Definition, effects and labelling of drugs such as caffeine, alcohol and tobacco</li> <li>• Personal rights and responsibilities</li> <li>• Importance of values, developing a code of behaviour and challenging discrimination</li> <li>• Road, pedestrian and passenger safety and safety on wheels</li> <li>• Water safety in different environments and survival swimming skills</li> </ul>

Stage 2	Stage 3
<ul style="list-style-type: none"> <li>• Water, air, land pollution and caring for the environment at school and home</li> <li>• Safe and fair play around the home and school</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency procedures</li> <li>• Recognising and responding to safe and unsafe situations</li> <li>• Influences on self-esteem and developing and maintaining a positive self-concept</li> <li>• Reducing and eliminating risks</li> <li>• Water, air, land pollution and caring for the environment at home, school and globally</li> <li>• Minimising hazards, modelling fair behaviour and promoting safety awareness at school and in play situations</li> </ul>

PDHPE will be delivered every week throughout the course of the year.

If you would like more information, please contact the school to make an appointment with your child's teacher.

The school is required to inform parents and caregivers of the content of the curriculum as it deals with sensitive issues. If you have any issues or concerns, please contact the school.



# Parent App

Available now!

Download on the App Store or Google Play by clicking the image below.



## Key Features

- Get real time push notifications from your school
- Stay signed in and save your card for secure payments for fees and excursions
- Give consent, sign forms and respond to attendance alerts
- View the school calendar and news



# **Behaviour code for students**

## **Information for parents/carers and students**

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

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

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

### **Telephone interpreter service**

If you would like to discuss this document with the Principal and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

# Behaviour Code for Students: Actions

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

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

## Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

## Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

## Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

# What is personal hygiene for children?

Your child needs to keep themselves clean to remain healthy and to feel good about themselves. Good personal hygiene will help boost their self-esteem and confidence.

## Teaching your child good hygiene habits

We all need to keep clean to avoid harmful germs and avoid getting sick. Good personal hygiene also boosts confidence by dealing with problems like bad breath or body odour.

For children, the basics of good personal hygiene are:

- washing their hands
- covering their mouth when they cough
- having regular baths or showers
- brushing and flossing their teeth

You may have to help your child learn and practise good personal hygiene habits. These will become even more important as they grow older and approach puberty.

Being able to talk openly and honestly about keeping clean is important. This will help you manage more difficult personal hygiene issues that are likely to come up when they are teenagers.

## Washing hands

Most germs are spread through hand contact. Regularly washing hands will prevent your child and others from getting sick.

Encourage your child to wash their hands with soap and water for 20 seconds:

- when their hands look dirty
- before eating or making food
- after touching raw meats, including chicken and beef
- after touching any body fluids like blood, urine (wee) or vomit (sick)
- after touching animals (including cats and dogs)
- after blowing their nose, sneezing or coughing
- after going to the toilet



## Showering and bathing

Children need regular baths or showers. You can include a bath or shower at the end of the day as part of their bedtime routine. Your child's hair should be washed 1 to 2 times a week. If their hair is very oily, it might need washing more often.

Make sure your child washes all of their body, including:

- under their arms
- their genital area
- their anal area
- between their toes
- Make sure that their body is thoroughly dry before they get dressed.



## Brushing teeth

Children should brush and floss their teeth twice a day (in the morning and before they go to sleep).

They should brush with a pea-sized amount of children's toothpaste that contains fluoride. You will need to help your child brush their teeth until they are about 7 years old.



## Clothes and shoes

Doing the laundry uses significant quantities of water, energy, and chemicals. It is also the most demanding stage of clothing's life cycle. This use of resources needs to be balanced with the need for children to wear clean clothes. That is clothes that are not obviously dirty and don't smell.

Socks and underwear should be changed when dirty and at least every day.

Once your child starts school, they can hang up their uniform to air at the end of each day.

It is a good idea to have two pairs of shoes for your child for instances where they leave a pair someplace or one pair gets wet.



## More information

You can call the healthdirect helpline on 1800 022 222. A registered nurse is available to talk with 24 hours a day, 7 days a week.

## Choose healthy snacks

Healthy snacks help meet kids' nutrition needs. Choose snacks based on:

- vegetables
- fruit
- milk
- cheese
- yoghurt
- wholegrain breads, crackers and cereals

### TIPS TO PLAN HEALTHY SNACKS

<p>Include a vegetable and fruit snack each day</p> 	<p>Keep a range of healthy snacks in the fridge and pantry</p> 	<p>Get your kids to help prepare snacks</p> 	<p>Cut up vegetables and fruits so they are easier to eat</p> 	<p>Show kids you enjoy eating healthy snacks</p> 
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This resource was developed by Western Sydney Local Health District, published June 2021.

