



Bright P-12 College



Parent Information Booklet 2026

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PRINCIPAL'S MESSAGE

At Bright P-12 College, we foster a culture where learning is cherished as a lifelong journey and wellbeing is held in equal regard. We understand that wellbeing and learning are interconnected, each contributing to the growth of your child - academically, socially, emotionally and physically. By nurturing both aspects, we ensure that our students not only excel in their studies but also develop into well-rounded individuals. We recognise that wellbeing enhances achievement and achievement enhances wellbeing.

Our Bright P-12 College Instructional Model is a shared understanding of effective teaching and learning. Using our collective teaching philosophies and school values of respect, effort and collaboration, we will be guided by the following three priorities:

- *Developing connections with our learners through strong, effective **relationships**.*
- *Creating safe, **engaging** and dynamic learning environments.*
- *Nurturing a culture of **growth**.*

The College values of **effort, respect and collaboration** are at the very core of Bright P-12 College, resonating outwards to inform our culture and ethos. Bright P-12 College has a purpose of developing and nurturing all aspects of our students' growth; intellectually, emotionally and socially through developing their confidence and character.

The College offers a wide range of academic subjects, language programs, cultural experiences, camps and excursions, music and art, outdoor education, sport and leadership opportunities. An unrelenting focus on teaching and learning has allowed teachers to enhance positive relationships with students that focus on the individual learner through differentiated learning and comprehensive assessment and feedback.

Bright P-12 College provides a high-quality education for all students. At VCE (Victorian Certificate of Education) level the College provides a diverse curriculum. These include several Vocational Education and Training (VET) subjects and VCE-VM (Vocational Major).

The College promotes a calm learning environment where all learners are **respected** and **encouraged** to progress to the next level through sustained effort. The achievements of students, staff and others in the school community are valued, acknowledged, celebrated and published regularly through P-12 Celebration of Success Assemblies, newsletters and the College website. We pride ourselves on our **positive connection** with students which promotes a culture of warmth and respect in which students feel confident and supported through their development from child to adult. The College offers many diverse wellbeing programs that include; Mentoring Program for Year 11 & 12 students, Buddy program, Breakfast program, a large and knowledgeable Wellbeing Team.

The College has a strong reputation in the community as a centre of excellence and prides itself on the strength of the reciprocal relationship it has with the three primary schools of the district and the broader community, connecting individuals to their place of residence and local community. The community is heavily involved in the future direction and development of the College through parent and community participation in classrooms, skiing program, fundraising activities and membership of College Council. Bright P-12 College recognises the importance of parents in the learning partnership and encourages communication with teachers through many mediums.

We are committed to educating and nurturing the whole child in partnership with parents and the broader community.

Jean OLLEY
Principal

COLLEGE VALUES & INSTRUCTIONAL MODEL

Our Bright P-12 College Instructional Model is a shared understanding of effective teaching and learning.

Using our collective teaching philosophies and school values of respect, effort and collaboration, we will be guided by the following three priorities:

Developing connections with our learners through strong, effective **relationships**.

Creating safe, **engaging** and dynamic learning environments.

Nurturing a culture of **growth**.

Our Instructional Model is driven by our evolving teaching strategies.



Staff will develop connections with our learners through strong, effective **relationships** by:

- **Knowing their students** - *both academic and wellbeing needs*
- Being equipped to **manage behaviour**
- Being **trauma Informed**
- Providing students with a **voice** in the learning environment
- Ensuring students are equipped to build **positive relationships**

Staff will create **engaging** and dynamic learning environments by:

- Providing a **safe** learning environment
- Providing each class with a **lesson structure**
- **Differentiation** of teaching & learning strategies and approaches
- Teaching students **HOW to learn**
- Providing efficient, timely and effective **feedback** and assessment

Staff will nurture a culture of **growth** by:

- Measuring student **growth**
- Providing timely **growth enabling feedback**
- Understanding each student's **point of need**
- Providing each student with appropriate **challenge**
- Creating **positive learning behaviours**
- Having a lesson structure that allows **students to measure their growth**

COLLEGE LEADERS

**Assistant Principal
Primary**



Mathew Gray

Principal



Jean Olley

**Assistant Principal
Secondary**



Phillip Rigby

Leading Teachers

**P-6 Teaching and
Learning**



**Nick
Kenwright**



**Cilla
Giannopoulos**



**Natasha
Tough**



**Clem
Brasher**



**Libby
Dean**



**Melissa
Worth**



**Renee
Tanaskovic**



**Melody
Gabriel**



**Daniel
Sgambelloni**

Wellbeing

**7-12 Teaching and
Learning**

Learning Specialists

P-6

7-12

**Literacy
Coach**

P-4

2025 Curriculum Leaders

**English/
Humanities**



**Rachel
Bardsley-Smith**

**Math/
Science**



**Melody
Gabriel**

PE/Health



**Melissa
Worth**

VCE-VM



**Bianca
Dooley**

Art/Tech



**Janmaree
Duguid**

Languages



**Susan
Joyce**

Year 3 -4



**Kayla
Harris**

Year 5-6



**Matt
Barrett**

2025 Year Level Coordinators

Year 7



Nathan Gray

Year 8



**Kim
Browning**

Year 9



**Rijan
Young**

Year 10



**Cate
Lewis**

VCE - 11



**Simone
Farmer**

VCE - 12



**Cass
Devereaux**

P-12 Sport



**Michelle
Barker**

Sports Coordination

COLLEGE SUPPORT STAFF

Front Office & HR



Sally Cocks

IT Services & Technical Manager



Tony Brooks

Front Office & Finance Officer



Lisa Flew

Front Office



Pip Vietz

Attendance Officer



Gaye Dalbosco

Library & Virtual Learning



Cindy Crosthwaite

Marketing



Claire Crawford

Careers and VET



Jane Mildren

Careers and VET



Michelle Porter

OHS admin support



Lisa Neville

COLLEGE WELLBEING TEAM

Bright P-12 College provides an internal student wellbeing service to Primary and Secondary students.

The Wellbeing Team consists of Principal, Assistant Principals, Student Wellbeing Support worker, Mental Health Practitioner and a Department of Education Student Support Services representative. The Wellbeing Team meets weekly to allocate referrals and liaise on appropriate support for students in need or at risk. The College Wellbeing Team works with the classroom teachers in Primary and Year Level Coordinators in Secondary to support the wellbeing of our students.

Families, teachers and students are able to refer to the school's student wellbeing service. Students have the ability to self-refer by connecting with one of the school's wellbeing practitioners or alternatively speaking to their parents/caregivers, teachers or year level coordinators. Parents/caregivers can connect to the student wellbeing service by expressing this to their student's classroom teacher, year level coordinator or Assistant Principal. The referral will either be allocated to one of the internal wellbeing practitioners or alternatively support the arrangement of utilising an appropriate external service.

Student Wellbeing Support



Jennifer Hore

Jen Hore is the Student Wellbeing Support worker across P-12, working closely with students and providing support with their social, academic and emotional wellbeing. She works in a confidential setting with students to help them achieve their goals and work alongside them to improve their learning environments.

Wellbeing Leader Primary



Clementine Brasher

Clem is the Mental Health and Wellbeing Leader in the Primary space. Her role focuses on student wellbeing support, building staff capacity, and staff mental health and wellbeing. She provides support directly with students, small group sessions, whole cohort lessons and environmental and pedagogical changes.

Mental Health Practitioner



Kate Moore

Kate assists students with mental health concerns, behavioural concerns, positive behaviour support, academic and classroom support, as well as providing individual and group counselling. She also provides consultation for teachers, parents and administrators

School Counsellor



Emily Rose

Emily is a registered School Counsellor, working with students across P-12, providing support with their social, academic and emotional wellbeing. She works mainly one to one with students, helping them achieve their goals and works alongside them, their families and the wider school community to improve their learning environments. Emily provides referrals to external supports where appropriate.

Wellbeing Dog



Frankie

Frankie is the school's Wellbeing Dog. Frankie attends the school generally three days a week and works across P-12.

CURRICULUM OVERVIEW - PRIMARY

At Bright P-12 College we follow the recently updated Victorian Curriculum 2.0, which is designed to focus on individual learning needs of all students. We pride ourselves on our ability to understand each individual's learning needs and to differentiate classes to provide a meaningful learning experience.

Literacy and English

Supporting our students to become literate is a central aim of teaching English at Bright P-12 College. The Prep to Year 6 students participate in an uninterrupted Literacy block at the beginning of each day. The study of English set out by the Victorian Curriculum 2.0 helps create confident communicators, imaginative thinkers and informed citizens.

There is strong emphasis on high impact teaching practices that improve outcomes in reading, writing and speaking and listening. Teachers work together to plan for teaching and learning to scaffold students and build success for students in literacy.

In literacy sessions, students experience lessons delivered by the teacher, driven by explicit instruction, to make sense of content or skills. Students are given the chance to talk with their peers and share their thinking, participate in collaborative activities and independent work. Teachers conference with students, either individually or in small groups, to work on goals to improve in reading and writing. They are also provided with access to reading materials of varying levels of complexity in classroom libraries and other resources in the classroom to support their learning, (such as interactive whiteboards, word lists, laptops and anchor charts). Our program is based on research into current best practice and follows a Structured Literacy approach with a focus on 'The Big Six', with explicit teaching of phonics and the use of decodable books.

Mathematics

The Mathematics program as outlined in the Victorian Curriculum 2.0 covers key learning strands: The 6 strands are: Number, Algebra, Measurement, Space, Statistics and Probability. Students undertake explicit instruction, and are provided with hands-on tasks designed to progress their current levels of mathematical understanding, fluency, reasoning and problem solving so they can apply learning to a variety of situations. Concepts are modelled to students in a variety of ways, including written outlines, interactive programs and through the use of materials. Digital technologies are incorporated as a tool for supporting exploration of topics and interaction with concepts. We aim to empower students to be able to confidently use numeracy skills in everyday life and work in their future.

Concept Based Inquiry

In 2025 we have started to phase in a new approach that we call Concept Based Inquiry (or Investigations in the Early Years). This involves teachers planning collaboratively based on overarching themes that cover multiple curriculum areas. Initially our focus is on Science, the Humanities and developing the Capabilities as we look to integrate Literacy and Maths areas, so that we are balancing an explicit teaching approach with an inquiry-led practice to maximise student engagement, learning and therefore improved outcomes.

Art

Students in Prep through to Year 6 are given the opportunity to explore the exciting world of art and develop skills associated with the language of visual arts, through the use of mixed media, techniques, composition and an understanding of the basic elements of line, colour, tone, shape and texture. Mastering these skills will improve the students' confidence in visually creating and communicating their ideas, thoughts and feelings.

Students are required to wear an art smock and these can be purchased through the booklist provided.



Health / PE

Primary students have two periods of Physical Education each week. One of these sessions is scheduled in our school stadium to ensure that PE can continue regardless of the weather. Students learn about a range of sports and develop fundamental motor skills and strategies through units involving game-sense activities and major games. At Bright P-12 College, we use the Resilience, Rights and Respectful Relationships program to deliver its Health curriculum.

Performing and Media Arts

Students participate in music class for one period a week. In this class, students learn about music, dance, drama and media arts. Students participate in a number of practical experiences in each of these subject areas, and also learn how to manipulate computer technologies in media arts. Students are given the opportunity to join different choirs and other ensembles. In addition to timetabled music lessons, students can sign up for voice or instrumental lessons including guitar, piano, drums, brass and woodwind.



Languages - Japanese and German

Japanese is offered across the Primary school. In Japanese classes, students learn how to comprehend, speak, read and write Japanese. Students in Prep-Grade 2 have three periods a week of Japanese in order to form a solid foundation of the language.

From Year 5, German is introduced into the curriculum and students learn both languages up until Year 6.

Library

Each Prep to Year 6 class has a timetabled library session during the week where they can borrow a book of their choice, under the guidance of their classroom teacher. Students are also able to use the library on designated lunchtimes. Parents and children are encouraged to visit the library before and after school.



CURRICULUM OVERVIEW - SECONDARY

The Year 7-12 curriculum is designed to focus on the individual learning needs of all students. At Bright P-12 College, we pride ourselves on our ability to understand each individual's learning needs and to differentiate classes to provide a meaningful learning experience.

Years 7 & 8

At Bright P-12 College, the Year 7 and 8 curriculum develops breadth and depth across English, Mathematics, Science, History, Geography, Health/Physical Education, Languages and Arts/Technology. Within these subjects, teaching and learning will incorporate personal, social and interdisciplinary skills.

Currently, Year 7 and Year 8 students at Bright P-12 College study a core program of:

- five periods per week of English and Mathematics
- four periods per week of Science
- four periods per week of Humanities (History/Geography)
- three periods per week of Physical Education/Health
- three periods per week of Language elective (students can choose to study either German **or** Japanese)

Over Year 7 and 8 students also experience these subjects for one term in each year level:

Arts & Technology subjects of:

- Visual Art
- Music
- Visual Communication & Design
- Digital Technology
- Wood
- Metal
- Food

Humanities subjects of:

- Economics & Business

Aboriginal Language is also included in this rotation at Year 8.



Year 9

At Year 9 the program goals are to:

- Provide learning opportunities that encourage deep engagement with learning
- Provide a curriculum structure that supports greater links with the community
- Provide a curriculum structure that develops strong relationships between staff, students and the College
- Provide a strong experiential (learning by doing) approach

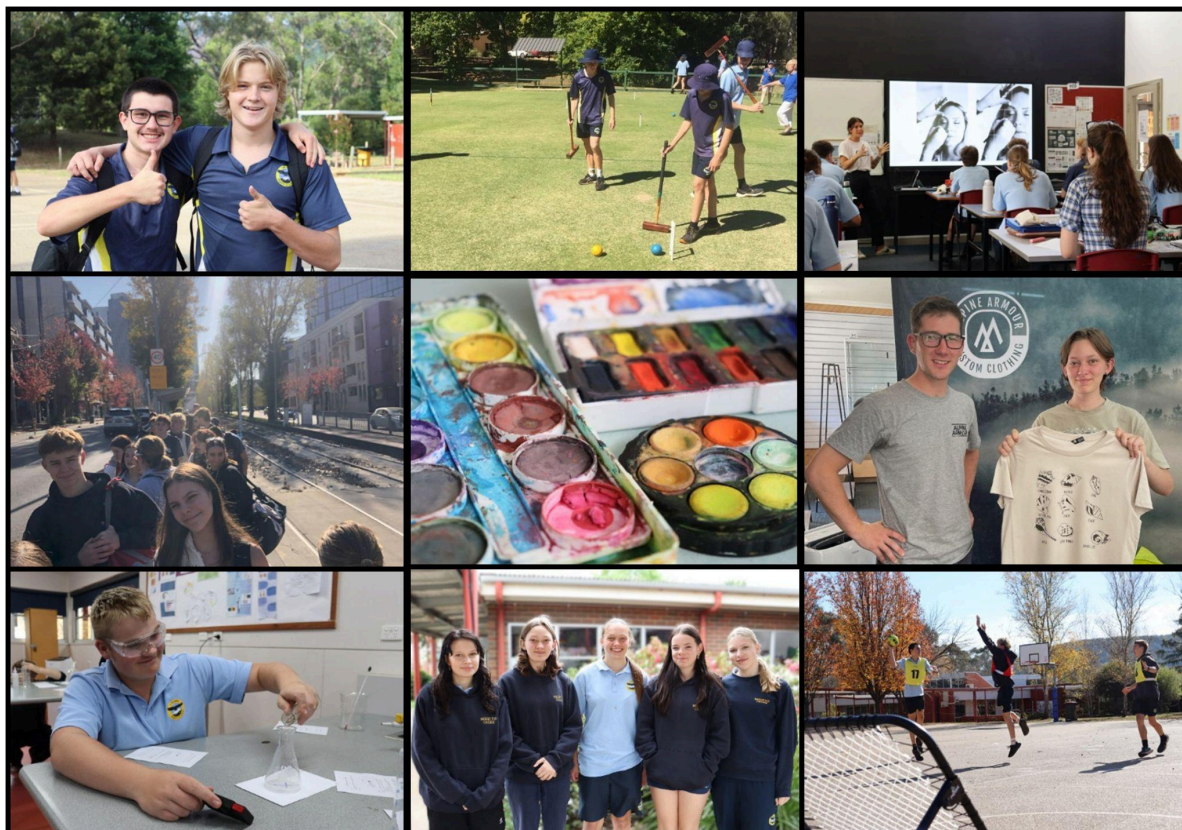
The Year 9 program includes:

- English
- Maths
- Humanities: History and Geography
- Science
- *Languages* (Japanese or German)
- Health and Physical Education
- Two electives per semester (from a choice of Visual Art, Music, Media, VCD, Wood, Metal, Food, Robotics & Electronic Systems/Computer Aided Design/Computer Aided Manufacturing (CAD/CAM), Aboriginal Languages, Outdoor Education)



Year 10

As Year 10 is the final year of compulsory subjects (with the exception of English/Literacy which must be taken all the way through to Year 12), it is designed to allow students the opportunity to determine where their strengths, passions and interests lie.



Core subjects (studied for both semesters):

- English
- Mathematics (Standard or Advanced)

Core subjects (studied for one semester):

- Science
- Humanities
- Health and Physical Education

Elective subjects (students select 5 of these to study for one semester each):

- English elective: Story weaving
- Humanities elective: History Through Pop Culture!
- Science elective: Forensic Science
- Science elective: Science of movement
- Health & Physical Education elective: Outdoor Recreation - The Great Outdoors
- Health & Physical Education elective: Sport, Coaching and the Community
- Languages elective: German or Japanese
- Creative Arts elective: Visual Arts
- Creative Arts elective: Media
- Performing Arts elective: Performing Arts
- Technologies elective: Wood: Product Design and Technology
- Technologies elective: Computer Aided Drawing / Manufacture (CAD/CAM)/Robotics & Electronic Systems
- Technologies elective: Creative Foods

Acceleration of VCE or VET subjects (fast tracking)

In Year 10, students have the opportunity to apply to 'fast track' a VCE subject or a VET course, where they would complete Units 1 & 2 in Year 10 and finish Units 3 & 4 in Year 11. This is a fantastic opportunity to experience the start of VCE in Year 10 and finish one VCE subject by the end of Year 11.

Year 11 & 12

Students may elect to complete either VCE or VCE Vocational Major (VCE VM) and can select a very individualised program from a large number of subjects.

VET subjects can be incorporated into either VCE or VCE VM programs.

Small class sizes allow each student to receive the help they need to achieve their personal best.



VCE Subjects offered:

The Arts:

Art: Creative Practice
Media
Theatre Studies

English:

English
Literature

Health and Physical Education:

Health & Human Development
Physical Education

Humanities:

Geography
History
Legal studies

Languages:

Aboriginal Languages of Victoria
German
Japanese

Mathematics:

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

Sciences:

Biology
Chemistry
Physics
Psychology

Technologies:

Product Design & Technology

VCE VM Subjects

VCE VM Literacy
VCE VM Numeracy
VCE VM Personal Development
VCE VM Work-related skills (including Structured Workplace Learning credit recognition)

VET Subjects

(offered in-house or within our regional school cluster)

Certificate II in Outdoor Recreation
Certificate III in Sport & Recreation
Certificate II in Horticulture

There are also a wide range of VET offerings by GOTAFE in Wangaratta and other online providers. If students are seeking to undertake one of these courses, they are required to undergo an interview process. The GOTAFE course offerings change annually depending on numbers and are made available for application in Term 3.

ENRICHMENT OPPORTUNITIES AT BRIGHT P-12 COLLEGE

Camps & Excursions

As students progress through our College they reach further out into the community. From simple walks visiting places of interest in and around Bright, students begin to take in a wider understanding of our community through extended camps and excursions such as:

Year 7 students travel to Camp Coolamatong on the Banksia Peninsula to foster positive social relationships, communication skills, and a sense of belonging in the school community whilst participating in a range of fun, challenging and team building activities.

The Year 8 Bogong camp offers the development of communication skills, empathy, and strategies for constructive conflict resolution whilst participating in outdoor adventure and team building activities, one of which often takes students camping overnight.

Year 9 Sailing camp is towards the end of the year and is optional for students. They participate in sailing sessions throughout the week, as well as other activities. There is also an option to apply for the Residential Leadership School (a term away from home).

Year 10 City Camp develops leadership skills, initiative, cohesion in the group and the ability to motivate and inspire others. Students engage in activities that are strongly linked to aspects of the curriculum as well as activities that foster connections amongst the cohort.

Sport and Outdoor Education

Bright P-12 College has a proud sporting history. Students have the opportunity to participate in individual and team sports at local, regional and state levels. We offer two comprehensive snow sports programs, the BCST (Bright College Snowsports Team) and GTTS (Go To The Snow). Students also compete in house sporting events, cross-country, and athletics and swimming carnivals, which are highlights of the College year.

Engaging Outdoor Education programs are run at both lower Secondary and VCE levels. A wide range of activities are undertaken, including bushwalking, canoeing, camping, skiing and cycling. Students learn both the theory and skills associated with these activities as well as focus on environmental issues that arise from land use and sustainable development.

Performing Arts

Students can access the Instrumental Music program which is separate from the Classroom Music program. It includes instruction in a variety of musical instruments including: piano, guitar, drums, voice, trumpet, trombone, euphonium, tuba, flute, clarinet, saxophone, electric bass and ukulele taught by teachers at the College. We have a number of Primary choirs that are actively involved in College and community events throughout the year. Other ensembles are formed each year which the students can become involved in. Bright P-12 College is developing a growing Theatre Studies program in the Secondary School.

Competitions and programs

Students at Bright P-12 College are encouraged to participate in annual competitions, in areas such as Computer Skills, Maths, Science, Spelling and Writing. The dates for these are advertised early in the year in the College newsletter, and students are able to register their interest in any or all of the competitions. A range of other academic and subject specific competitions are promoted throughout the year such as the Australian Maths Competition series and the Math Challenge and Coding Challenge which run in Upper Primary and Junior Secondary as a part of nurturing STEM in schools. The school has also been a part of the Emerging Science Victoria virtual program for the past few years as an enrichment opportunity for Junior Secondary students keen on furthering their Science/Mathematics interest.

Victorian High Ability Program (VHAP)

The Victorian High Ability Program is run externally by the Department of Education and facilitated by the school for Upper Primary and Junior Secondary students. Students are invited into the program which runs throughout the year for term-long units. The program focuses on developing high level thinking skills and introducing students to rich problems in Maths and English, the High Ability Practice Leader at the school will help organise and oversee facilitation of these sessions.

Careers

Our Careers Program caters for the needs of students as they progress through their education and consider options in further study, work and training. Careers Education is introduced into the timetable from Year 7 and students are offered individual guidance from Year 9. Work Experience is offered in Year 10 and students can opt in for a further week if required. Vocational Education and Training Delivered in Secondary Schools (VETDSS) and School Based Apprenticeships (SBAT) are also options for students preferring a vocational pathway. Students have access to our Careers Practitioner, Jane Mildren, to discuss options relating to future pathways.

Language Immersion / Exchange Programs / Sister-School Connections

Secondary students studying Japanese or German have the opportunity every two years to visit our sister-school connections in Gamagori (Japan) and Bad Aibling (Germany) for an immersion experience. Term long reciprocal exchange opportunities to Bad Aibling for students in Year 9 or 10 are offered annually. Bright P-12 College also hosts bi-annual visits from our sister-schools. These programs promote engagement and connection between the College and community groups, as well as offering families and students opportunities to engage with our visitors whilst providing first hand intercultural learning experiences.

Indigenous connections

Since 2008, Bright P-12 College has developed a unique relationship with Wadeye through a Treaty between Dhudhuroa and Wadeye elders. All students in Year 8 study Aboriginal languages for a term, and then students from Years 9-12 can choose to continue studying Aboriginal languages as an elective. The languages that students focus on in these subjects are Dhudhuroa and Murrinh-Patha. This is a unique opportunity that very few schools in Victoria offer.






STUDENT LEADERSHIP & PERSONAL DEVELOPMENT

Student leadership is highly valued by our college and it is fostered through a range of formal and informal strategies.



We provide many opportunities for students to serve and improve our community. Students from Year 6 and Year 12 are elected as our School Captains and Vice Captains each year. Elected representatives from Prep to Year 11 make up the Student Representative Council (SRC). Students in Year 6 also have the opportunity to be elected as members of the Primary SRC Executive Committee and students from Year 7 to Year 11 make up the Secondary SRC Executive Committee. Primary House Captains for our three Houses (Buckland, Kiewa and Ovens) are elected from our Year 6 students. In Secondary, Year 7 & 8 students are elected as Junior House Captains and Years 10 – 12 students as House and Vice House Captains. Secondary students form an important part of our School Council. Our College values community involvement in school as well as promoting College involvement in the community we serve.

Students also have the opportunity to be involved in a range of external leadership activities, including the Halogen Young Leaders Day, GRIP Day and the School for Student Leadership. Student leaders are encouraged to contribute to major community events such as the Autumn Festival, Gala Day and the Anzac Day and Remembrance Day ceremonies and to participate in public speaking, summer schools and other extracurricular programs sponsored by service clubs, universities and industry groups.

2025 Secondary School Captains

				
Seth Morton Captain	Stevie Tanaskovic Captain	Sophie Head Vice Captain	Sam Gough Vice Captain	Jenna Stevens Vice Captain

2025 Primary School Captains

	
Nicholas Herschell Captain	Jordan Peace Vice Captain

COMMUNICATION AND REPORTING

Communication between the school and parents/guardians is most important if we are to work together successfully.

Compass

All students and parents have access to **Compass**, an online student management system which supports Parent/Teacher communication. More information is provided on the following page.

Newsletter

A link for the online fortnightly newsletter is posted on Compass. It can also be accessed via the home page on the school website, via our official Facebook page or in hard copy on request at the school office.

Notes

In addition to sending messages via Compass, during the course of the year, notes with details of special events at school, excursions, requests for items to be brought to school etc. will be sent home. Please ask your child regularly if there are any notes from school or check their bag.

Parent/Student/Teacher Conferences (Secondary) and Student Led Conferences (Primary)

Parents/guardians have the opportunity to request an informal interview with their child's teacher at any time of the year if they feel the need.

Parent/Student/Teacher Conferences are scheduled in Term 1 and Term 3. They are an opportunity for parents, students and teachers to communicate important information to support student learning, and discuss progress and areas for improvement. Students in Years 5 -12 will receive progress reports prior to the Parent/Student/Teacher Conferences.

In 2024 in Primary, Student Led Conferences replaced Parent/Student/Teacher Conferences in Term 3. This process evolved to enhance student voice and to allow students to showcase their achievements, whilst enhancing parent understanding of their child's learning journey at Bright P-12 College.

A Compass alert will be posted prior to Parents/Student/Teacher Conference dates to let you know when bookings are open. **It is important to note that the method of booking an interview is via Compass.** Please contact the office if you have any issues with accessing Compass and scheduling a time.

Written Reports

Semester Reports on your child's progress are available online by accessing Compass at the end of each semester. Progress reports are also published online at the end of Terms 1 and 3 for students in Years 5 to 12. At Years 7 - 12 continuous reporting is also used, with students and parents receiving comments and grades on assessment tasks (CATs/SACs/SATs) submitted throughout each semester - more information on Continuous Reporting is below.

The school website also features useful information, visit: www.brightp12.vic.edu.au

In addition we invite you to contact us at any time, by phone or in person, if you have a query, concern or are relaying information that may affect your child at school.

Continuous Reporting - Years 7 - 12

Continuous reporting is the process whereby subject teachers regularly provide feedback to students and parents/guardians regarding their learning progress, achievements and areas for improvement in assessment tasks, such as common assessment tasks (CATs), school assessed coursework (SACs), school assessed tasks (SATs) and Outcomes.

At Bright P-12 College, continuous reporting involves:

- Increasing the quality and consistency of feedback available to students and parents/guardians
- Providing feedback for each student that identifies their areas of strength and opportunities for growth in each subject area
- Teachers throughout the teaching and learning cycle providing timely and targeted feedback to students regarding their learning progress in each subject
- Supporting students to more effectively monitor their growth, reflect and improve their learning and assisting them to develop their ability to become independent learners
- Supporting parents/guardians to develop a greater awareness of, and engagement with, their child's learning progress and achievements

As with semester reports, Compass is the tool used for continuous reporting, allowing both students and parents/guardians to view the feedback provided in a timely and consistent manner.

Feedback provided will include a combination of:

- Comments on student achievement levels relevant to the criteria or performance standards that are specific to the task
- Areas for improvement
- Grades obtained for the task

How do students, parents and guardians access and use the feedback from Continuous Reporting?

When a subject teacher has finalised the feedback and grades for a summative task, it will be visible under your child's Learning Tasks in Compass. Each of these tasks will be collated on the Semester Report. Supporting your child to take ownership of the feedback provided is critical in assisting them to develop their independent learning skills.

COMPASS

Compass is a program which allows teachers, students and parents/guardians to access curriculum information, set schoolwork, share school reports, learning resources and communication of events and important information.

Compass has a wide range of tools and functionality accessible via a website or mobile app.

For Teachers:

- Publish grades and feedback to individual students and parents/guardians
- Record student progress
- Mark class roles electronically and monitor student attendance
- Publish News Items and Calendar events
- Communicate with students and parents/guardians electronically

For Students:

- View their timetables and upcoming Calendar events
- Read important school news information relevant to them
- Access to curriculum

For Parents:

- Access their child's attendance data
- Advise the College of expected absences for their child
- Communicate with teachers via email through Compass
- View the College calendars
- Receive News Item Alerts about College Events and Reminders
- View their child's reports
- Book Interviews
- Give permission and make payments for camps/excursions



COMPASS
School Manager

Depending on the year level, Compass will have a different focus. For example, in Primary it will likely be used more as a Communication Tool between teachers and parents and not so much for students to access learning resources. In Secondary, it will also be used for students to access resources and monitor their progress and work requirements.

PARENT INVOLVEMENT

We like to involve parents as much as possible in the activities of the students at our College and there are many ways you may help. Teachers and students will appreciate your involvement in any way. We hope it will help you too, as your participation will give you a greater understanding of school activities, organisation and programs, as well as a more intimate relationship with teachers, other parents and your child's classmates.

Some of the ways you may be involved include:

- | | |
|-----------------------------|------------------------|
| 📖 Home reading | 📖 Classroom assistance |
| 📖 Canteen duty | 📖 Parent Focus Groups |
| 📖 Working bees | 📖 Special events |
| 📖 Excursions | 📖 Camps |
| 📖 Parents & Community Group | 📖 Lunchtime activities |
| 📖 College Council | 📖 Classroom Reading |

ALL VOLUNTEERS MUST COMPLETE AN OHS VOLUNTEER INDUCTION WITH THROUGH OUR SIGN IN PORTAL

Parents and Community

Inspiring education, Supporting families, Connecting community

The Bright P–12 College Parents and Community Group is a friendly, social group of parents and carers who meet regularly and help the school in a variety of ways.

If you are interested in joining the P&C please contact the Front Office and let them know you are interested.

The Parents and Community Group aims to:

- contribute to the wellbeing of the students, staff and other members of the College community
- raise funds for the purpose of providing amenities and enhancements for Bright P–12 College for use by the whole school community
- promote interaction between members of the school community

Some of the functions include:

- Organisation of the Bright Fun Run
- Other fundraising and social activities
- Representation on the School Council

To get involved, contact us at the office by email: bright.p12@education.vic.gov.au

ROLES AND RESPONSIBILITY OF COLLEGE COUNCIL

The College Council operates under a legislative framework within the Victorian government school system. School councils are also regulated by the Education and Training Reform Regulations 2007 and school councillors are subject to the Director's Code of Conduct made under the Public Administration Act 2004.

The Act lists school council's objectives as being to:

- assist in the efficient governance of the school
- ensure that its decisions affecting students of the school are made having regard, as a primary consideration, to the best interests of the students
- enhance the educational opportunities of the students of the school
- ensure the school and the council comply with any requirements of the Act, the regulations, a Ministerial Order or a direction, guideline or policy issued under the Act

School councils have three main responsibilities:

1. Finance – overseeing the development of the school's annual budget and ensuring proper records are kept of the school's financial operation
2. Strategic Planning – participating in the development and monitoring of the school strategic plan
3. Policy Development and Review – developing, reviewing and updating policies that reflect a school's values and support the school's broad direction outlined in its strategic plan

Other key functions of school councils include:

- raising funds for school-related purposes
- maintaining school grounds and facilities
- entering into contracts
- reporting annually to the school community and the Department
- representing and taking the views of the community into account
- regulating and facilitating after-hours use of school premises and grounds

COUNCIL SUB-COMMITTEES

- Environment (Primary Playground)
- Finance
- Parents and Community

- Master Plan

WORKING PARTIES

- Bright College Snow Sports Team
- Uniform (when needed)

MONEY MATTERS

School Payments

Payment for most school excursions, events, sports & camps is made via Compass, our school communication App, where you will be able to see details of the event, consent and pay. Payments can also be made at the office using cash, EFTPOS or credit card, or via BPAY (your customer reference number is on your family statement), and credit card payments are accepted over the phone. If you require further information, please contact the College Office — 5755 1166. Our Office is open from 8.30am until 4.00pm Monday to Friday.

Parent Payments

Victorian Government schools are committed to providing students with free instruction to fulfil the standard curriculum requirements and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We invite parents to make a financial contribution to support our school and we want to thank you for your support, whether that is through payment of voluntary contributions, fundraising or volunteering your time. Parent Contributions have made a huge difference to our school and the programs we can offer. Your contributions go specifically towards items & activities that help improve your child's educational experience and we thank you for your contribution towards our school.

Our school has in place financial hardship arrangements to support families who cannot pay for items or activities, so their child doesn't miss out.

Tax-deductible Donations

Bright-P12 College has been endorsed by the ATO as a deductible gift recipient for our Building Fund. This means that any donation made to our school Building Fund is tax deductible to you. You can make a tax deductible donation to our Building Fund at the front office via cash or eftpos, or you can deposit funds into our Building Fund Account directly. Please use your child's name as the reference so we can provide you with a receipt for your donation.

Account details:

Bright P12 College Building Fund, BSB 063093, A/c # 10004256, Reference: Students' Name

Book Orders

For all students in Years Prep -12, text books and other materials can be purchased through the College book list. Book list items are provided by Lilydale Books and compiled in conjunction with the College. Book lists are issued in October/November for ordering & payment prior to the end of the school year. Orders are available for pickup from the school office on Book Collection Day at the end of January.

Second-hand books can be bought and sold through personal arrangements. Please ensure if buying second hand books they are the correct edition.

Camps & Excursions

Every year, the College runs a large number of camps, sports and excursions. Parents are required to consent and pay on Compass by the date indicated. Students who do not have consent on Compass will not be permitted to go on the camp or excursion. Parents should contact the Office if you require support using Compass. Please contact the office if you need support with payment plans for camps or if you have a Health Care Card, and we can apply for Camps & Excursions Funding (CSEF) for your family.

FACILITIES

Canteen

At Bright P-12 College we are very proud of our College Canteen. Our current Canteen Manager, Christian Sablatnig, has designed a menu with the students' nutritional needs in mind. We pride ourselves on providing 'brain food' that sustains the student's energy throughout the whole day. We aim to prepare everything from scratch with fresh fruit and vegetables grown in our very own kitchen garden. Our prices are kept reasonable by relying on the school community; parents, grandparents and other carers to kindly volunteer their time to help run the canteen. Please contact the office if you are able to volunteer in the canteen at any time. Canteen menus are found via the Compass app or calling the School Office for further information.

Library

The Library houses a wide range of fiction, non-fiction and picture books, as well as an extensive Teacher Reference collection. The Library catalogue is accessible electronically from any networked computer in the school via Compass. Our open-plan Library, with two separate, enclosed Seminar Rooms, allows us to cater for class groups doing research, for private reading and study, or for teaching. Students are able to borrow for an initial period of two weeks. Extensions to loans are possible, as are reservations, and students are encouraged to have input into the development of the collection.

Use of ICT and Computers

All students are expected to use Information and Communication Technologies responsibly and with consideration for the wellbeing of themselves and others. Students sign an Acceptable Use Policy (undertaking to adhere to the College's expectations regarding responsible computer and Internet use) at the commencement of each school year.

Students in Years 7-12 are required to have their own computer for school as part of the BYOD (Bring Your Own Device) program. All specifications and requirements are available on the College website. Printing facilities are available for all computers connected to the school network. All computers including BYOD laptops are networked with Internet Access to enable research and online learning. All Victoria Government School students are eligible for a copy of Microsoft Office. All Secondary Students are also eligible for a copy of Adobe Creative Cloud suite and Sketch-Up.

Students from Prep – Year 6 have access to school owned laptops to use during class time. Printing facilities are available for all computers connected to the school network. All computers are networked with Internet access to enable research and online learning. Students access a number of online applications as part of their numeracy and literacy programs both in class and at home.

Sports Stadium

The College has a well equipped Sports Stadium which is used by students for much of their Physical & Sport education programs. In the evenings the College provides the community with the use of the facility.

Year 12 Study Centre

The Year 12 Study Centre is a dedicated space for VCE students, comprising quiet areas for study and open spaces for collaboration.

SCHOOL SERVICES AND PROCEDURES

The College supports the *'It's not OK to be Away'* program and encourages families to support students in attending school every day.

Absences

If your child is absent from school, it is important that you contact the school. You can do this by phoning the school and leaving a message on the attendance line, or entering the absence via COMPASS. If your child contracts a serious or contagious infection, please notify the College Office by phone. If you are going on holiday, please advise your child's teacher and the Office.

Parents will receive a phone call from the Attendance Officer to check on student absence, if we have not previously been notified of absence.

Late arrival

We believe it is important to educate students in being punctual. Students arriving late need to sign in at the Office so that their attendance is recorded. Lateness is recorded on Compass and regular Classroom teachers in Primary and Year Level Coordinators in Secondary will meet with students who are regularly late to work on a solution.

Students leaving school

Any student leaving the school during the day is required to sign out on departure and sign in on their return. Students need to bring a note to school written by their parent/carer or their parent/carer needs to call the College office stating the time and date the student will be leaving the school. A student may not leave the school without parental permission. The sign-in/ sign out book is located in the Office. Parents cannot give permission for their student to leave school to buy lunch.

Bus travel

If your child lives more than 4.8 km from your nearest Primary school, they are eligible for free bus travel on either the Harrietville, Wandiligong, Ovens or Buckland bus runs.

If your child is bypassing your nearest school, he or she may be able to travel on the bus as a fare paying passenger, subject to there being a vacancy on the bus.

If you have any queries about the buses, please contact the College on **5755 1166**.



Picking up your child

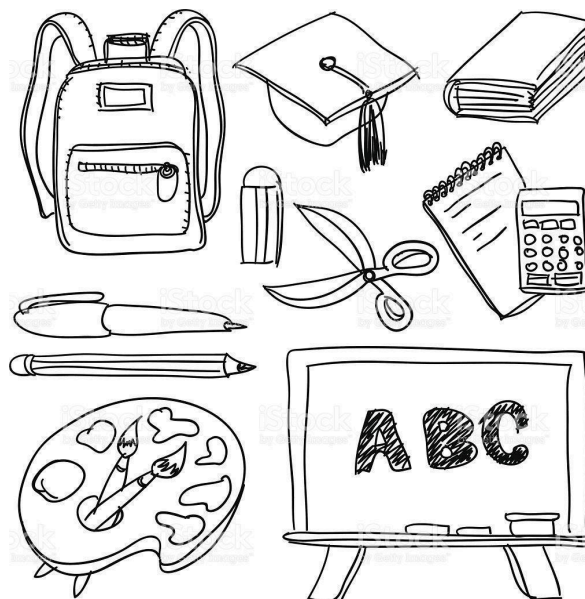
For your child's safety we ask that you pick up your child from either of our two main entrances on Park Street or Bakers Gully Road.

The Park Street entrance, opposite the 1876 building, has a supervised children's crossing. This area can become congested on wet days and we ask that you park well away from the crossing when roads are slippery. ***Parks Victoria have requested that the block opposite the Park Street entrance not be used as a pickup and drop-off point for safety reasons.***

The Bakers Gully Road entrance is much less congested but further away from the Prep area. There is a designated set down zone on the school side of the road and we ask that you do not park on the Bakers Gully Creek side of the road as risks are increased if students have to cross the road.

Bell Times

8.55	Music Starts
9.00	Homegroup
9.12	Period 1
10.00	Period 2
10.48	RECESS
11.18	Period 3
12.06	Period 4
12.54	LUNCH
1.44	Period 5
2.32	Period 6
3.20	FINAL BELL



Mobile phones and other devices

Students are requested not to bring mobile phones to school. Phones which are brought to school should be switched off and locked in student's lockers at Secondary or given to the classroom teacher in Primary.

Students who do use phones at school or on school excursions will have their phone confiscated, to be collected from the Office at the end of the day or excursion. Similarly, students should not bring MP3 players, iPods or other such devices to school. Personal use of such items in class, during recess and lunch time or on excursions will result in confiscation.

Any student needing to contact a parent or guardian can do so with teacher permission at the Office or through a teacher when on excursion.

The full Mobile Phone Policy can be viewed at the College website.

HEALTH AND WELLBEING

Ambulance subscription

Ambulance cover is strongly recommended for all students.

Hospital/medical insurance

The Department does not have blanket coverage for accidents and injuries which occur at school. Parents will need to access Medicare or their Private Health Fund to recover medical costs.

Student health and wellbeing

If your child has asthma, poor eyesight, hearing difficulties, allergies or other health conditions (even though listed on the enrolment form) let the classroom teacher know immediately. Family upsets are also worth communicating to the classroom teacher, as these can cause changes in your child's behaviour and school work. If the teacher knows, understanding and guidance is ensured.

If your child is suffering from an illness of a recurring nature, please let us know the details. If your child requires medication at school a medical authority form will need to be filled out. You can obtain this from the Office. A parent should hand this directly to the Office, as teachers are not able to administer any medication.

If children are injured or become sick while at school, they will be assisted. They will be treated and/or placed in sick bay until parents/guardians can be contacted. If students need immediate medical attention, an ambulance may be called. Any expense involved must be met by the parents who will be contacted as a matter of urgency.

It is most important that emergency contact telephone numbers and addresses be kept up-to-date.

Health Care Needs

Over the course of their education at Bright P-12 College, students may present with a range of health care needs. To ensure a safe and inclusive environment, it is essential that these needs are monitored and regularly updated as circumstances change. All health care information is reviewed annually in consultation with parents/carers, or more frequently if required.

To support student health and wellbeing, the following preventative, or harm minimisation plans may be implemented:

- Student Health Support Plans – Designed for a variety of health conditions including asthma, diabetes, and other diagnosed serious medical conditions. These plans are based on health advice provided by the student's medical or health practitioner, as submitted by the parent or carer.
- Individual Anaphylaxis Management Plans – Developed using the student's ASCIA Action Plan for Anaphylaxis, provided by their medical practitioner and submitted by the parent or carer.
- Individual Allergic Reaction Management Plans – Based on the green ASCIA Action Plan for Allergic Reactions, as provided by the student's medical practitioner and submitted by the parent or carer.
- Medication Authority Forms – Ideally signed by the student's medical/health practitioner for all medication administered at school. In the absence of this, a parent or guardian's signed authority will be accepted.

These plans are developed as preventative or harm minimisation strategies to assist students, staff, and families in maintaining a safe and inclusive environment during school activities, both on- and off-site. These plans are prepared by the Year Level Coordinator (for Secondary students) or the Classroom Teacher (for Primary students), in collaboration with the student, their parents or carers, and, where applicable, medical practitioners.

These school-prepared plans are designed to minimise risk and manage student health proactively. They are used in conjunction with GP, or specialist-prepared Action Plans, which guide staff in responding to health episodes that may occur during school hours or activities.

For students with diagnosed medical conditions, the following documents must be provided to the school:

- A current Action Plan (prepared by a GP or specialist doctor)
- Student Health Support Plan (as developed with the school)
- Individual Anaphylaxis or Allergic Reaction Management Plan, if applicable
- Medication Authority Form
- Any necessary medication

All plans and medications are stored securely in the Office in clearly labelled individual bags.

Review and Updates:

All preventative plans and Medication Authority Forms are reviewed annually, or earlier if new information becomes available or health circumstances change.

Asthma

Students presenting with Asthma are asked to carry their asthma medication and to provide a copy of their Asthma Action Plan to the Office. Please label medication clearly with your child's name. Parents are contacted when a child suffers a severe attack. The school stores Ventolin and spacers as a backup for any child who may require it at the Office.

Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school-aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Bright P-12 College requests the assistance of all parents in being aware of the nut and raw egg allergies that exist for some children in our classes. It is possible to minimise the risk factor within the school environment with parent/carer assistance in adopting the following strategies, currently in place at Bright P-12 College:

- staff and students are regularly reminded to wash their hands after eating;
- students are discouraged from sharing food
- garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
- gloves must be worn when picking up papers or rubbish in the playground;
- school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination
- year groups will be informed of allergens that must be avoided in advance of class parties, events or birthdays
- a general use EpiPen will be stored at the school office
- Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.
- If you would like to view the school's Anaphylaxis Policy, please contact the Assistant Principal.

Head lice

Head lice appear from time to time. Untreated, the problem can reach epidemic proportions. If you detect head lice on your child, contact the College immediately. Various treatments are available at chemists and the child must be cleared before returning to school.

INFECTIOUS DISEASES IN SCHOOLS/ON EXCURSIONS POLICY

School Entry Immunisation Certificate

All children starting school at Prep Level need to have an **Immunisation Certificate**. The Immunisation Certificate is obtained from Medicare. As parents or guardians, you should bring this certificate to the school when you enrol your child.

The Immunisation Certificate indicates whether your child has or has not been immunised against Diphtheria, Poliomyelitis, Whooping Cough, Tetanus, Measles, Rubella and Mumps. This does not mean that your child has to be immunised. If your child cannot be immunised due to medical or conscientious reasons, the certificate will show that your child is not fully immunised. The Health Department of Victoria recommends that all children are immunised against these diseases before they enter school.

Children who are not immunised will be excluded from school if there is an outbreak of Measles, Diphtheria or Polio. This will reduce the risks of these diseases spreading throughout the community.

The Principal is required to exclude students according to the following table, under the Public Health and Wellbeing Regulations 2019. Please note that the Regulations require the parent or guardian to inform the Principal as soon as practicable if the child is infected with any of the diseases listed in the table or has been in contact with an infected person. It should be noted that in cases of Diphtheria, Typhoid and Paratyphoid Fever, exclusion and determination of recovery will be matters for the Municipal Officer of Health. 'CONTACT' means child of school age or preschool age living in the same house as the patient, 'PATIENT' includes carrier and 'SCHOOL' includes any preschool centre, kindergarten, primary or secondary school. A patient or contact shall be prevented from attending school unless conditions hereunder prescribed are complied with.

Conditions	Exclusion of cases	Exclusion of Contacts
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
Diarrhoeal illness[1]	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded

Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (<i>cold sores</i>)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health officer
Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded

Molluscum contagiosum	Exclusion is not necessary	Not excluded
Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
Shiga toxin or Verotoxin producing <i>Escherichia coli</i> (STEC or VTEC)	Exclude if required by the Chief Health officer and only for the period specified by the Chief Health Officer	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis (excluding latent tuberculosis)[2]	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

[1] Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), *Campylobacter* spp., *Salmonella* spp., *Shigella* spp. and intestinal worms, but is not limited to infection with these pathogens.

[2] This means that exclusion of cases and contacts is not necessary for latent tuberculosis.

GENERAL INFORMATION - PRIMARY

Book Club

Families are given the opportunity to purchase books from Scholastic Educational Booksellers throughout the year for their children. Catalogues are sent home and purchases can be made online.

'Buddies'

All Prep students are paired up with a student in Year 5 to be their 'buddy'. The Year 5 student helps orientate students into the yard, find play equipment and generally lend a hand. It is a program which encourages leadership in older students as well as promoting citizenship skills, and gives the Prep students a 'friend' to look up to and call upon if needed.

Private Property

Items brought to school by students, staff or visitors are **not insured**. The Department of Education and Early Childhood Development does not accept any responsibility for any loss or damage. It is important that all removable items of clothing, lunch boxes, drink containers, etc. be **named**. The use of firmly sewn on name tags or waterproof marking pens is recommended.

School Bags

When purchasing a school bag for your child please ensure it is large enough to hold a book bag, lunch box and drink container. Bags with the College logo are available from the College Uniform Shop.

Community Service

The College supports a variety of charitable organisations. Money is raised through SRC activities and goes toward nominated charities.

Leaving School

Children are not permitted to leave school during school hours unless accompanied by a parent or carer, or with permission from their parent/carer. Parents are asked to sign children in and out at the office, or phone the office with permission for their child to sign out.

Personal Safety

Bicycles - We promote safely riding bicycles to school. It is strongly recommended that children under the age of eight DO NOT ride bicycles to school without adult supervision. School children younger than the age of eight may not have the physical or mental maturity to ride safely on the road. To ensure the safety of all school community members, bikes and scooters cannot be ridden by any person, adult or child, in the school grounds. Bikes and scooters can be parked at the Bike Shed.

Custody/Access Restrictions

It is vital that if there are any custody/access restrictions relating to your child/ren that the College is notified and that a copy of any court papers is on file at the Office. Please also notify the Office or your child's classroom teacher if family circumstances change. Further to this, it is important that we are notified of any change of address, phone numbers or emergency contact numbers as soon as they occur.

Emergencies, Safety and Consent

No matter how good the care is at home or school, children can suffer serious illnesses or accidents. When a child enrolls at school an emergency form is completed, showing home and work phone numbers, emergency contact and emergency medical contact. If this information changes, please let the College know immediately.

If you cannot be contacted during the day, nominate a friend, relative or neighbour who will be able to provide the link between College and child. Please call 57551166 and speak to our office staff, send a written note with your child or drop by the office yourself. Should you wish to contact your child in an emergency, please call the college on 57551166.

Yard Duty Supervision

There are designated play areas only for Primary students. The Prep to Two and Year Three to Four students have separate playgrounds with age appropriate equipment. Prep to Six students mingle in other areas of the yard with access to basketball courts, grass areas and use of sports equipment. During the year, students can access the Secondary oval or stadium during lunchtimes. There is a lunchtime clubs timetable, offering alternative activities such as mindfulness colouring, Lego and Art, utilising the library and Art Room. At the bus stop, recess and lunchtime, teachers supervise the children. If there is an issue, children are encouraged to find the Yard Duty Teacher. Yard Duty Teachers are required to wear bright pink vests to make them easily identifiable to the students.

There is no supervision of playground equipment areas before 8:30am or after 3:20pm. Students under Year 3 are NOT to play in the Year 3-6 playground without parent supervision during this time.

Before and After School Hours

Students arriving early are to proceed to the Primary basketball courts where a teacher will be on duty from 8:30am. No students should be at school before 8:30am unless prearranged with a member of staff. Students waiting at school after 3:20pm should proceed to the Bus area and Primary basketball court where a teacher will be on duty until 3:45pm. Unless prearranged between parents and staff, a student should not be at school after 3:45pm.

Lunches - Healthy Bodies lead to Healthy Minds

- Providing a nutritious and balanced diet will assist your child to participate fully and appropriately in the school program.
- **If your child is ordering their lunch, ensure that they have a snack for play-lunch.**
- Prep-Year 2 lunches are eaten under supervision. Uneaten food is taken home.
- To help us reduce the amount of rubbish we produce, the children are encouraged to compost, recycle and re-use. Small containers to hold food items remove the need for 'gladwrap' or plastic bags.

Ordering lunch from the Canteen

Parents can place canteen orders through our Compass Canteen module. Primary class monitors then collect class tubs from the canteen at lunchtime and take them back to their class for distribution by their teachers. The canteen only accepts pre-orders from Primary school students, please place your order by 8.30am on the day of the order.

GENERAL INFORMATION - SECONDARY

Lockers

All Secondary students are allocated a locker in designated areas throughout the school. It is the student's responsibility to purchase a padlock to keep their locker secure. Combination locks are recommended, however Year Level Coordinators are happy to look after spare locker keys. School bags are to be stored in lockers and not taken to classes.

Private Property

Items brought to school by students, staff or visitors are **not insured** and the Department of Education and Early Childhood Development does not accept any responsibility for any loss or damage. It is important that all items of clothing, lunch boxes, drink containers, etc. be **NAMED**. The use of firmly sewn on name tags or waterproof marking pens is recommended.

Leaving School

No students are permitted to leave school during school hours unless accompanied by a parent. Parents are asked to sign children in and out at the Office. Parents are required to call the Office on 5755 1166 if your child needs to leave school during school hours for appointments or family reasons.

Personal Safety

To ensure the safety of all school community members, bikes and scooters cannot be ridden by any person, adult or child, in the school grounds.

Custody/Access Restrictions

It is vital that if there are any custody/access restrictions relating to your child/ren that the College is notified and that a copy of any court papers is on file at the Office. Please also notify the Office or your child's classroom teacher if family circumstances change. Further to this, it is important that we are notified of any change of address, phone numbers or emergency contact numbers as soon as they occur.

Emergencies, Safety and Consent

No matter how good the care is at home or school, children can suffer serious illnesses or accidents. When a child enrolls at school an emergency form is completed, showing home and work phone numbers, emergency contact and emergency medical contact. If this information changes, please let the College know immediately. If you cannot be contacted during the day, nominate a friend, relative or neighbour who will be able to provide the link between College and child. Please call and speak to our office staff, send a written note with your child or drop by the office yourself. If you wish to contact your child in an emergency, please call the College on 5755 1166.

Yard Duty Supervision

At the bus stop, recess and lunchtime, teachers supervise the children. If there is an issue, students are encouraged to find the Yard Duty Teacher. Yard Duty Teachers are required to wear bright pink vests to make them easily identifiable to the students.

Before and After School Hours

Secondary Students arriving early are to proceed to the Secondary basketball courts where a teacher will be on duty from 8:30am. No students should be at school before 8:30am unless prearranged with a member of staff. Students waiting at school after 3:20pm should proceed to the Bus / Primary Basketball Court area where a teacher will be on duty until 3:45pm. Unless prearranged between parents and staff, a student should not be at school after 3:45pm.

Ordering lunch from the Canteen

Parents can place canteen orders through our Compass Canteen module. Secondary students can also order from the canteen window at recess and lunch, a range of recess and lunch options are also available without pre-ordering.

STUDENT MANAGEMENT

Bright P-12 College values self-discipline, motivation and respect for the rights of others in an environment which encourages excellence. Cooperation and support for each other are key elements.

All Students Have the Right:

- For themselves and their property to be treated with respect
- To be encouraged to develop their talents, interests, ambitions and skills
- To work and play in an orderly, co-operative and safe environment
- To be listened to and participate in the relevant decision making processes of the College
- To an environment free from bullying and harassment
- To a full knowledge of course and assessment requirements
- To an acceptance of difference as a consequence of disability or impairment, culture, race or gender

Student Responsibilities:

- To actively participate in learning activities
- To care for their property and respect the property of other students and the College
- To follow the reasonable instructions issued by all staff of the College
- To treat all members of the College Community with courtesy and respect
- To assist in providing a safe and effective work environment
- To attend all classes and activities punctually
- To positively promote the College by the manner in which they behave when wearing the College uniform, or when participating in College activities
- To comply with College rules, policies and expectations

College Responsibilities:

- To provide a supportive and safe environment
- To deliver a challenging and stimulating curriculum
- To provide regular reports on all aspects of student progress, learning and attendance
- To provide effective and varied learning experiences within the formal curriculum and in other programs

College Expectations of Parents/Guardians:

- To support College rules, policies and expectations e.g. Uniform and reporting absences punctually
- To encourage their children to attend school every day and to participate actively in the College program
- To respond to requests for teacher/parents/student conferences
- To encourage their children to complete homework and home study, and to regularly check Compass for student allocated Learning Tasks
- To inform the College of any circumstances which may have an impact on a student's performance or behaviour
- To support the College in establishing and maintaining a positive teaching and learning environment

The College has expectations of students as members of our community. The following policy statements and operational guidelines are here to support in understanding these expectations;

- Bright P-12 College Behaviour Management Policy
- Bright P-12 College Bullying & Harassment Policy
- Bright P-12 College Uniform Policy
- Bright P-12 College Student Wellbeing and Inclusion Policy
- DET Student Code of Conduct
- DET Student Engagement Guidelines
- DET Student Wellbeing Policy

All DET policies are available at: www.education.vic.gov.au

BRIGHT P-12 COLLEGE UNIFORM POLICY

The wearing of a uniform provides students with an effective and positive means of identifying with the College and promotes equality amongst students. The general educational atmosphere and ethos of Bright P-12 College is enhanced by the wearing of the prescribed school uniform.

Primary and Secondary Uniform

A complete list of Bright P-12 College uniform, as endorsed by College Council, is as listed below. Uniform is available through the Uniform Shop at the College, the shop is open on Tuesdays and Thursdays during term from 9am until 12pm. There is a try-on rack at the front office, and uniform can be ordered through the online school shop on the Fashion Clubwear website www.fcwcom.au. Once orders are filled, uniform will be distributed to your child. You can contact the uniform shop via email: bright@fcw.com.au

Uniform options

OPTION 1

- Bright P-12 College checked cotton dress
- Navy windcheater / hoodie with school logo and/or
- Navy soft shell jacket with school logo
- White or black socks

OPTION 2

- College blue tartan pinafore/skirt
- Pale blue polo shirt with school logo (long or short sleeved)
- Navy windcheater / hoodie with school logo and/or
- Navy soft shell jacket with school logo
- Navy tights

OPTION 3

- Pale blue polo shirt with school logo (long or short sleeved)
- Navy shorts
- Navy windcheater / hoodie with school logo and/or
- Navy soft shell jacket with school logo
- White or black socks

OPTION 4

- Navy track pants (P-2 Primary)
- Navy long pants
- Pale blue polo shirt with school logo (long or short sleeved)
- Navy windcheater / hoodie with school logo and/or
- Navy soft shell jacket with school logo
- White or black socks

Shoes - All Students

- Plain black leather or leather-look shoes with plain black laces and no markings.

Summer (compulsory in Terms 1 & 4)

- Navy wide brimmed hat (Primary)
- Navy bucket hat (Year 6 Term 4 & Secondary)

Winter (optional Terms 2 & 3 – all items below must be removed in the classroom)

- Navy blue beanie
- Navy blue gloves
- Navy blue scarf
- Overcoat eg down / waterproof jacket (black or navy)

Additional Uniform Items

Sports Uniform – Secondary ONLY

- Bright P-12 College quick dry shirt with the Bright P-12 College Logo
- Navy blue shorts/tracksuit pants with school logo
- Athletic sports/running shoes (non-marking)
- A navy blue bucket/broad brimmed hat is compulsory in Terms 1 and 4
- Any other clothing that would be appropriate to the activity as outlined by the class teacher e.g. bathers and a towel would be appropriate to a swimming class.

Optional items

- Year 6 polo shirt; Year 11 & 12 jumper (approved by College Council)
- Bright P12 College backpack

The Full Uniform Policy can be viewed on the College Website.

TheirCare OUTSIDE SCHOOL HOURS CARE

Bright P-12 College offers an Outside School Hours Care program and Vacation Care coordinated and run by TheirCare. TheirCare provides care after school, on pupil free days and during school holidays. The service operates onsite at Bright P-12 College in a classroom and in the canteen area. Students are collected after school and accompanied by TheirCare staff to the OSHC area. The program provides a terrific solution for busy families and offers a fun, friendly, relaxed environment for your child to learn and grow. A range of enjoyable & creative activities are offered that cater for the needs of all children. The program has the capacity for 30 children with the staff/student ratio being 1:15.

Details regarding the program, fees, dates and times, and enrolment can be found by contacting TheirCare directly by phone on 1300 072 410, or via their website: www.theircare.com.au.