

Berry Public School



Information and Welfare Strategies Handbook



School Information

Reviewed & Updated 2020

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Welcome to

Berry Public School
Our Community, a culture of care,
respect and enrichment.

Our School's Purpose

Mission Statement

To ensure the development of students' in knowledge, skills, self-esteem and social responsibility.

School Motto

Growing in Knowledge.

School Pledge

I pledge my loyalty to my country and my school, and at all times, I shall try to do unto others as I wish them to do unto me.

Exit Outcomes

Berry Public School will strive to produce students who:

- develop a love of learning and experience that learning can be fun;
- are competent in all Key Learning Areas according to personal ability;
- develop social skills, values and respect;
- feel good about themselves by discovering their individual potential and experiencing success;
- are independent and value other people's opinion;
- exercise initiative and demonstrate responsibility and co-operation;
- respond to challenge, solve problems, think through situations and make choices;
- are able to independently research information, organise and present work, using a variety of sources;
- are prepared to cope with and accept change.

General History and Information

History of our School

Berry Public School (known formerly as Broughton Creek School) opened in June, 1860, with 47 pupils.

Throughout the years, many fine traditions have been established.

Berry Public School has a long tradition of academic and sporting excellence, participation in extra-curricula activities and community service. A close, co-operative relationship between the community and the school is an important feature.

We strongly support and implement local Aboriginal history knowledge. We incorporate singing of the Nation anthem in the local Dharawal language. Ongoing art projects focusing on local Aboriginal totem which include the whale and the dolphin are our most significant cultural landform, Cullunghuti.

As we strive to educate our children, we must equip them with the necessary skills to become valued community members.

Buildings and Grounds

Berry Public School has beautiful grounds and excellent facilities. All classrooms are air conditioned and all but four are permanent buildings. A newly refurbished Library, Administration building, Paint Pot, Canteen, ablutions block, hall, technology room, music room and Plant Propagation and Science Centre make up our school.

We have a tennis court, two Covered Outdoor Learning Areas (COLAs), an extensive grassed playground and garden areas.

School Hours

Before 8.45 a.m. The safety and welfare of the children is the responsibility of the parents.

8.45 a.m. to 9.10 a.m. Supervision of students commences

8.45 a.m. to 3.30 p.m. Office hours

9.10 a.m. to 3.10 p.m. Lesson times

11.30 a.m. to 12.15 p.m. Lunch

1.30 p.m. to 2.00 p.m. Recess

3.10 p.m. to 3.40 p.m. Supervision only of students catching buses.

The School accepts responsibility for students, at school, from 8.45 a.m. Students who catch early buses and arrive at school before 8.45 a.m. must sit under the Big COLA and are not fully supervised until 8.45 a.m. Other students should not arrive at school before the 8.45 a.m. supervision commences.

School Assemblies

Daily communication assemblies are held at 9.10 a.m. under the Big COLA.

Whole school assemblies are held fortnightly on Friday afternoons of even weeks of Term, usually at 2 p.m., to which family members and friends are invited.

School Library The Library will be open to all students for reading, borrowing and school work at the following times:

Monday 8.45 to 9.10 a.m. & 11.55 a.m. to 12.15 p.m.

Tuesdays 8.45 to 9.10 a.m. & 11.55 a.m. to 12.15 p.m.

Wednesdays 11.55 a.m. to 12.15 p.m.

Thursdays 8.45 to 9.10 a.m. & 11.55 a.m. to 12.15 p.m.

During school hours classes are allocated periods of time in our Library to borrow books and develop their information skills.

All students require a Library bag for borrowing purposes. No books are allowed to be taken home unless they are in a Library bag.

Class Structure It is the policy of the school to mainly have parallel or mixed ability classes in all grades. Due to the way numbers fall in some years, some multi-aged groups may be established.

Communication with Teachers We encourage parents/carers who have concerns or positive views on matters relating to the school, to contact the office to arrange a convenient time to talk to a class teacher, the Assistant Principal of the relevant stage or Principal.

Discipline issues should be referred to the class teacher and/or Assistant Principal in the first instance.

An email to the school generic email account where the Admin staff will forward onto the relevant teacher. In the subject line type the teachers name.

Voluntary School Contributions We assure you that every cent of the money received for contributions go directly towards the provision of additional classroom resources, independent learning programs and other school initiatives which benefit all students.

School Contributions will be listed in the student finance statement as owing but please remember they are voluntary only and no family or students will suffer any discrimination or embarrassment who do not make payment

Payment options available are;

Cash / eFTPOS

POP – Parent Online Payment

Cheques should be made payable to "Berry Public School".

Custody The Principal should be informed in writing, with copies of any issued court orders, about any legal or custody matters. It is also a good idea to inform the Principal or classroom teacher about major family upsets, as the students will obviously be affected.

In the absence of a court order stating otherwise, both natural parents have the right to be involved in their child's education

Notes required from Home

The SchoolStream App is the preferred method of communication for the following: Our school has an online permission system and you will need to download the app to complete the relevant notes for your child/ren.

Absences from School - If your child is absent for a full day, a note from home is required stipulating the reason for the absence. App forms can be completed at any time or a note should accompany your child the first day s/he returns to school after the absence.

Permission Notes - To allow participation in excursions, cultural visits or sporting activities that are "extra curricula", or outside the school. Students will not be able to participate in any incursion or excursion unless permission is completed. Phone calls will not be made to obtain permission unless extreme circumstances exist. Return dates for all notes need to be adhered to.

NO NOTE BY DUE DATE - CHILDREN DO NOT PARTICIPATE.

On rare occasions, a note is needed if you do NOT wish your child to participate.

Changes to daily routines - If changes are made to normal routines, e.g., not catching the bus that day or being collected from school by a different person, a note is required to explain the changes occurring, from Kindergarten to Year 6.

Collection by a person other than a parent requires a written note.

Please keep phone calls to a minimum and if you are making adjustments to the children's afternoon collection these must be done prior to 2.30pm.

Children Arriving Late for School

If a student arrives late for school they must be accompanied by a parent/guardian, a late note must be completed and signed at the office, then taken to class teacher. Administration staff appreciate a call from parents advising us that the student is walking into the school unaccompanied and the reason for the late arrival is **Students are not to sign themselves in.**

Early Pick up of Children

If you need to collect your child/ren early from school, i.e., before 3.10 p.m., this procedure is to be followed -

1. You must sign your child out at the office prior to collecting them from the classroom. Or if on an out of school activity, e.g., sports carnival, from an agreed point
2. If parent/guardian or designated representative is taking a child from school early, you must **COME TO THE OFFICE FIRST** and complete a leave note. The leave note is verified by office staff, then taken to the child's teacher. The child is released into the custody of the accompanying adult.
3. If your child is being sent home early from school because of illness, your child will be signed out by the office staff and they will be waiting for collection by the parent or nominated person in the sick bay which is located in the Administration block.

Payments

When costs are associated with any activity at school, money is to be sent with your child preferably on a Tuesday or Thursday, prior to the closing date for payment. Payments are to be given by your child to his/her teacher in class at the commencement of each day.

The preferred payment type is via the **Parent Online Portal**, the link can be found on our website and SchoolStream app.

EFTPOS facility is available in the Office

School Excursions

Excursions are an integral part of the school learning program in all key learning areas. The online permission form **MUST** be completed by the DESIGNATED DUE DATE prior to the excursion for students to attend.

We encourage all students to participate in any excursion arranged for their class. Circumstances where a student may be excluded from excursions are for persistent disobedience, inappropriate behaviour on a previous excursion, or when a teacher expresses concern about the safety of a particular child in relation to others. In such cases, parents would be informed.

Occasionally, but more so for sports teams, travel may be by private car. Drivers must produce a current driver's licence and current registration paper to the school

Afternoon Dismissal Arrangements

Our students are dismissed in the following groups:

1. Early bus students.
2. Late bus students wait under Big COLA.
3. Walkers and students meeting parents outside the front gate, assemble under Big COLA and walk with bike riders to Victoria Street exit.
4. Clarence Street exit is path next to Canteen.
5. Children waiting for parents wait under Big COLA on the Kindergarten seats.

Playground equipment **is not to be used** by anyone after school.

Students must not leave the school grounds by themselves. Parents should collect students under the Big COLA.

Parents waiting for children are asked to wait until students move to their correct destinations before they collect children.

Under no circumstances are parents to drive into the school car park or school playground during school hours. The driveway gate is out of bounds to all students at all times.

Bus Travel

If your child is a bus traveller, please stress the importance of good behaviour on the bus. Students who travel on buses are under obligation to obey instructions given by the bus driver.

Please make sure your child knows how to safely enter and leave a bus and understands the Code of Safe Bus Travel.

The school is serviced by several bus companies. To obtain a bus pass, an online application form must be completed. Restrictions apply to age and distance travelled. Forms are available from apps.transport.nsw.gov.au/ssts.

Private Vehicle Conveyance Subsidy

To be eligible for Private Vehicle Conveyance Subsidy there must be no alternative bus or train transport available. Conditions include the making of a special trip morning and afternoon. Parents who may be eligible to apply for this Subsidy are to contact the NSW Transport Office.

Parent Helpers and Child Protection Disclaimer Form

We encourage parent participation at Berry Public School. We value the close relationship we have between our school and the community.

Parents help, for example, in classes, coaching teams, as reading helpers, craft helpers, parents who provide transport, sports helpers, etc. Parents/carers are encouraged to participate in school life.

Parents and Caregivers are encouraged though it is not necessary to complete the **Working With Children Check**. This is a no cost application and needs to be completed once every 5 years and is not an inconvenience, but a safety element for our students which we appreciate if you complete. Information can be found on the WWCC website:

www.kidsguardian.nsw.gov.au/childsafe

Parent helpers and volunteers must also complete **Declaration for Volunteers and Non-Child-Related Contractors**. This form is available from your child's classroom teacher or the office.

Community volunteers, not necessarily parents, are a welcome and vital part of our reading process.

We are proud of the responsible and caring way our parents participate in school activities.

Student Assistance Scheme

Wherever possible, the school will assist students in need with financial help to offset costs of excursions, camps, textbooks or school uniforms. Parents can apply for financial assistance of a 20% commitment from school funds to support student learning by contacting our administration staff.

Jewellery

We encourage students not to wear jewellery to school. Watches, signet rings, studs or sleepers may be exceptions. Students may be excluded from certain activities if jewellery is considered a danger to themselves or others. No responsibility for any jewellery worn will be taken by the school in the event of loss or damage.

Mobile Phone

We ask parents to not encourage mobile phones to be brought to school by their child. Parents who feel their child needs a mobile phone for before and after school are requested to remind the child it is their responsibility to each day hand them into the Admin Office when they arrive at school. Admin staff will store them securely and return them at the end of the school day. Again it is the student's responsibility to collect the mobile device.

Mobile phones are not to be used to make calls, send SMS, take pictures during the school day.

Berry Public School Uniform

School Uniform The wearing of the Berry Public School uniform is part of the Berry Public School's Fair Discipline Code, adopted in 1989 by the Berry P. & C. Association. The Association also adopted a policy of "No Hat - No Play" for students at the school, to protect them from the dangers of skin cancer.

It is expected that all students will wear a school uniform, Executive school staff have the responsibility to oversee the shared responsibility for ensuring that students wear school uniform that meets agreed community standards.

Students are encouraged to take pride in their school. School uniform helps develop this pride and creates a sense of unity. We do appreciate the efforts of parents in seeing that our students are well dressed in uniform to start the new year.

For special performances, specific uniform will be stipulated, which all participants will be expected to adhere to.

Representative sports jumpers are only to be worn on sports carnival days.

Uniform Pool Berry PS Uniform Pool is open on Mondays from 3.00 to 3.30 pm. For uniformity, the school encourages parents to purchase from the Uniform Pool, if possible.

The Uniform Pool sells -

- Polo shirts - white, long and short sleeved, with school emblem
- Sloppy joes - royal blue, with school emblem
- Jacket - royal blue
- Sports shorts - royal blue
- School hat with large brim
- Girls' summer culottes and dresses, winter uniforms & blue boot leg pants
- Boys' grey shorts & Boys' grey gabardine long pants

Used uniform items are also available from the Uniform Pool and may be purchased at reasonable prices. Donations of surplus uniforms would be appreciated.

Flexischools App is the preferred method to order new uniforms. A paper order form is available from the school office. When completed, order forms may be left at the school office with payment.

Eftpos, cash or cheque made payable to **Berry Public School P. & C. Association.**

Orders are processed and are given to students to take home.

Clothing Labelled Parents are asked to ensure children's clothing is **CLEARLY LABELLED**, particularly school hats, jumpers, jackets and sloppy joes i.e., items which students might discard during the day.

GIRLS' UNIFORM

- Summer**
- Blue and white checked dress with tab tie
 - Royal blue PE pants
 - Blue and white checked culottes
 - White short sleeved polo shirt with collar and emblem
 - Black shoes/full black runners
 - White socks
 - Royal blue sloppy joe with emblem
 - Royal blue school hat

- Winter**
- Royal blue tartan culottes
 - Royal blue tartan pinafore
 - White long sleeved polo shirt with collar and emblem
 - Royal blue sloppy joe with emblem
 - Royal blue P.E. pants
 - Black shoes/full black runners
 - Royal blue tights or white socks
 - Royal blue school hat
 - Royal blue track suit pants
 - Royal blue jacket
 - Royal blue scarf

- Sport**
- Royal blue wrap around skirt
 - Royal blue PE pants
 - Royal blue sports shorts
 - White short sleeved polo shirt with collar and emblem
 - White socks and sports shoes
 - Royal blue school hat

BOYS' UNIFORM

- Grey shorts
- White short sleeved polo shirt with collar and emblem
- Black shoes/full black runners
- White socks
- Royal blue sloppy joe with emblem
- Royal blue school hat

- Grey winter weight slacks or shorts
- White long sleeved polo shirt with collar and emblem
- Royal blue sloppy joe with emblem
- Black shoes/full black runners
- White socks
- Royal blue school hat
- Royal blue track suit pants
- Royal blue jacket
- Royal blue scarf

- Royal blue sports shorts
- White short sleeved polo shirt with collar and emblem
- White socks and sports shoes
- Royal blue school hat

OFFICIAL UNIFORM FOR SPECIAL OCCASIONS

- Summer**
- Blue and white checked dress with tab tie
 - Royal blue PE pants
 - Blue and white checked culottes
 - White short sleeved polo shirt with collar and emblem
 - Black shoes/full black runners
 - White socks

- Winter**
- Royal blue tartan culottes
 - Royal blue tartan pinafore
 - White long sleeved polo shirt with collar and emblem
 - Black shoes/full black runners
 - White socks

- Grey shorts
- White short sleeved polo shirt with collar and emblem
- Black shoes/full black runners
- White socks

- Grey shorts
- White long sleeved polo shirt with collar and emblem
- Black shoes/full black runners
- White socks

SPECIAL OCCASION SHIRTS

These shirts are worn by students at events such as - Choir performances, Public Speaking, Courthouse Poetry Reading, Eisteddfod performances, etc.

We appreciate parents washing and ironing these shirts before their return to school.

Information For Parent's About Attendance

Is regular attendance important?

YES - Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Must I send my child to school every day?

YES - under the Education and Public Instruction Act, 1990, parents have a legal responsibility to ensure the regular school attendance of their children aged between 6 and 15 years.

A child must be in school every day that the school is open, unless the child -

- is too sick to leave the house;
- has an infectious disease;
- has an injury which would prevent him or her from moving around the school;
- has to honour a religious commitment; or
- is accompanying his or her parents on a family holiday which cannot be arranged in school vacations. This must be arranged with the Principal prior to the absence.

Wherever possible, dental and medical appointments should be made out of school hours.

Must I notify the school if my child has been away from school?

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence. The SchoolStream app has an easy form to complete, alternatively a written note or email should contain the name of your child, the dates absent, the reason for the absence and be signed by a parent or guardian.

If the absence is going to be more than three days, could you notify the classroom teacher or contact the school office staff and advise them with the reason for the absence.

In the event of frequent absences and/or unexplained absences, the school may ask the Home School Liaison Officer for assistance.

My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

Student Absences

Parent/s or caregivers are required by law to provide an explanation to the Principal as to why their child was absent from school.

A note of explanation or a phone call should contain the following information:

- 1) date that the note was written
- 2) child's name
- 3) days and dates that the child was absent from school
- 4) the reason the child was absent
- 5) the signature of the parent/caregiver providing the note

Where more than one child from the same family has been absent, a separate note for each child should be written. Each teacher is required to record the receipt of a note on the class roll and file the note for possible future reference.

If your child is absent for more than two days, without explanation, the school is required to contact you. Therefore, it would be appreciated if you could contact the school personally by phone or email, to advise that your child is absent. This will avoid the need for a teacher to phone you to inform you of your child's absence in case you were not aware that he/she was not at school. Could you please follow this verbal explanation with a note on the first day your child returns to school.

A note should be brought to school on the first day the student returns to school after an absence. Don't delay, don't say, "I'll write it tomorrow", remember your child will be asked by their teacher for a note. This can become a difficulty for them in their relationship with their teacher and with you their parent. The class roll is a legal document and this is required by law.

Did your child give the note to their teacher? This can sometimes be a problem, especially with younger children. You may need to check their bag to ensure that the note is not still there.

The school is required to investigate all unexplained absences (that is, where a child has been absent and no explanation from the parent has been received) within two days. This may result in the school referring your child to the school attendance officer to investigate the reason for the absence.

Why it is important to send a note of explanation:

- 1) It is a parent's legal obligation.
- 2) It is a requirement that the school investigate all unexplained absences.
- 3) It avoids the school and the school attendance officer from making unnecessary investigations (interviewing students, interviewing parents, etc.).
- 4) It is the way the school knows that your child was legitimately absent and not truanting from school.

If you anticipate that providing a written explanation (a note) will be a problem for you, please contact the Principal to discuss alternative acceptable arrangements.

School Administration and Support Roles

Principal	Navigate operational environments with a high level of knowledge and understanding on a diverse range of matters. Including supporting the needs of all students, implementing effective teaching and learning, the growth and development of staff and making financial decisions,
Assistant Principals	are responsible for the welfare of the students in their respective Stages. They have a substantial teaching knowledge and lead their fellow teachers to select appropriate activities, monitor and evaluate the implementation of teaching strategies. They check on students' progress, attendance and behaviour. AP's are also responsible for the day to day operation, general supervision of the playground and the implementation of the Fair Discipline Code in three areas: Kindergarten to Year 2; Year 3 to Year 4 and Year 5 to Year 6.
Class Teachers	are responsible for the planning and teaching of the curriculum, comprising six Key Learning Areas (K.L.As.), i.e., English, Maths, History, Geography, Science and Technology, Creative and Practical Arts and Physical Education/Health/Personal Development, in their respective classes, and for the day to day welfare of students.
School Librarian	is responsible for the organisation and management of the School Library and for the implementation of Information Skills Programs in partnership with individual classroom teachers.
Release from Face to Face (R.F.F.) Teacher	is responsible, within the time periods as set out in the school timetable, for the planning and teaching of the curriculum, jointly with individual class teachers. Currently our RFF teachers teach Creative Arts Lessons.
Learning and Support Teacher (LaST)	is responsible for supporting teachers in catering for students with learning difficulties and supporting teachers to make reasonable adjustments to the curriculum to meet student learning needs.
Sports Organisers	organise all sports for students in Years K to 2 and Years 3 to 6, including Physical Education. If for some reason a student is unable to participate in these activities, an explanatory note is required.
School Counsellor	provides a counselling service to Berry Public School. The Counsellor is at Berry Public School for one day each week, working with individual students, groups of students, parents and teachers, to assist students achieve their potential. Parents and students are encouraged to discuss with the Counsellor any problems that may arise. The school will not refer your child to the counsellor without your permission

Parents who wish to discuss any issue with the any of the above school staff are able to do so by appointment. Make contact through the school office by verbal, a note or send an email to the school email address: berry-p.school@det.nsw.edu.au

Parent and Community Groups

Berry Parents and Citizens (P. & C.) Association

Enables parents and citizens to meet to determine the needs and aspirations of our school, and are a key consultative body, where parents have input into many areas.

Meetings are held twice a term on Monday evenings from 6.30 p.m., in the School Library. Meeting dates are advertised in the SchoolStream app. The meetings bring parents, citizens, pupils and teaching staff together. Discussion can consist with regards to the management of all facets of school activity, establishing a school policy and fundraising to assist in providing additional equipment required by the school.

To have the right to vote at meetings, a joining fee needs to be paid at the Annual General Meeting, which is the last meeting held each year, or the general meeting before you vote.

The P. & C. Association has several sub-committees:

Berry School Canteen

The School Canteen operates daily, providing a full lunch service, and a limited recess service.

Flexischools app is the recommended option to ordering your child's lunch.

Login/Register your account. For more information ask for a flyer to be sent home with your child.

OR

1. Student brings a lunch bag with their name, class and order written clearly and the total cost for the order is to be included in the bag.
2. Students take their own lunch order to the Canteen before classes commence and place it in the chute/letterbox
3. Lunch orders are processed.
4. Class monitors collect lunch baskets from Canteen at lunchtime and lunches are distributed to students.
5. Students should only bring to school the amount of money required for their lunch and recess. Please avoid sending students to school with large sums of money, such as a \$10 note.

Notices about our Canteen are published in the SchoolStream app.

Please note the Canteen Committee and Canteen helpers are all Parent Volunteers and **YOUR** help will always be welcomed. The Canteen has a full time co-ordinator, but without volunteers the Canteen cannot exist.

Berry Uniform Pool

The Uniform Pool is run by volunteer parents. Thank You to those parents, from the school community who volunteer their time. Please see the section about uniforms on pages 11 & 12.

Fundraising Committee

Members of this committee organise numerous events to raise funds which are used to enrich and support our school in a variety of ways.

Special Activities

In an attempt to educate the whole child, our school facilitates a large number of special activities for students, conducted during school hours.

Music Program	<p>All students participate in some form of Music lessons within the classroom.</p> <p>Students in Years 3 - 4 participate in a session taught by a qualified music teacher from Wollongong Conservatory of Music. Each child experiences the positive world of music in a fun and relaxed environment. It enhances their gross and fine motor skills and helps develop cooperation and collaboration. A fee is incurred and will be invoiced for each student.</p>
Dance Program	<p>The Australian School Dance teacher provides a program taught to students in Years 5—6. Programs will steadily progress from week to week to teach students a variety of dance movements and techniques whilst developing overall fitness, core strength, flexibility, and enhancing spatial awareness. A small fee is incurred and will be invoiced for each student.</p>
Band	<p>Students from Years 2 - 6 can join the school band which practices once per week during lesson times. Participation does incur a yearly fee and students will need to source their own hire of instruments. The band performs both in and outside the school.</p>
Choir	<p>A Junior choir operates at our school. Students in Year 3 & 4 participate and perform annually in Term 3 at the Shoalhaven Music Festival along with other schools in the Shoalhaven.</p>
Paint Pot	<p>Is a comprehensive Creative Arts program, taught by specialist art teachers it is a unique initiative of our school, which students attend for up to 2 hours a week. Talented artists also receive additional opportunities to attend external enrichment programs</p>
Natural Science and Plant Propagation Centre	<p>Is a superb environmental enrichment program for students. Each class will be timetabled to attend the centre over a two year period where students have the opportunity bring the Science curriculum alive.</p> <p>One of the topics the students will learn about is the plant species that grow in and around Berry, from the escarpment to the sea and from Foxground to Bomaderry.</p>
Special Programs	<p>Special academic enrichment programs are run throughout the year, e.g. lessons/workshops to extend students as part of the school's enrichment program, Science Day, Tournament of Minds, Uni Australia Competition, Premier's Spelling Bee and Public Speaking Competition to name just a few.</p>

Sport	Sport is an important element in our educational plan. It involves School Carnivals, in-school sport, State Knockouts and coaching clinics, all co-ordinated by teachers, with assistance from parents. We also apply for the Australian Government Sporting School funds and participate in externally coached sports, including AFL, Football, League and Hockey.
Gymnastics	All instructors are accredited through Australian Gymnastic Federation. The program caters part of the PDHPE Syllabus. Students K-2 will use four main apparatus each week. The sessions are held in the school hall for one term. A cost will be invoiced for each student.
Tennis	Students may pay to receive lunch time skills training from a qualified coach. Parents need to complete a note and return with money to the coach.
Community Involvement	<p>The school has substantial interaction and involvement with the following groups within the Berry community -</p> <ul style="list-style-type: none"> • Berry R.S.L. Branch, by participating in the ANZAC Day March, conducting our own school ANZAC service and Remembrance Day • Berry Branch of the C.W.A., with Year 5 annual presentations at International Day. • Rotary - Public Speaking finalists present their speeches.

School Services

Sick Students

Please do not send sick student's to school.

If a student becomes sick or has an accident at school, we will do our best to comfort and care for the student. If parents or emergency contact cannot be contacted, we will seek medical attention for the student, unless parents direct us not to at the time of enrolment.

Messages for Students

Parents are reminded that, **IN EMERGENCIES ONLY**, when students' going home arrangements are altered, telephone messages for students will be taken. Please keep these calls to a minimum, as our office staff have many areas of responsibility. Any messages taken after 2.45pm cannot be guaranteed delivery to the student.

Lost Property

Please assist by **clearly marking with the student's name**, any item of clothing that might be removed, e.g., pullover, raincoat, hat, shoes and socks (of Kindergarten students), lunch boxes, drink bottles, school bag. Please check the lost property box for missing items as promptly as possible. Lost property is located outside Room 8.

Book Clubs

Book Club Order Forms are issued approximately once per term. Parents should note that this is not an obligatory activity. We encourage students to select and purchase titles. The books offered are always keenly priced and of good quality in terms of content, binding and appeal to children.

Book Club Orders, accompanied by correct money, should be placed in a sealed envelope and handed to the class teacher prior to the closing date of each issue. Late orders will not be accepted. Book Club is organised by Mrs. Hill, our Librarian.

Special Religious Education Classes

These are held on Wednesday mornings. We are most fortunate to have many volunteers from our community providing Religious Education for our students.

If you wish your child to be withdrawn from Religious Education, please forward a request in writing to the School Principal. **This needs to be done at the beginning of each year.**

During Religious Education times, students are divided into the following groups

Other Combined Churches

Roman Catholic

Non-Religious Education - students K-6 are supervised as a group by a teacher. Students complete self directed activities, i.e., no work is set by classroom teachers.

Ethics - K—6

Anaphylaxis Due to some cases of students having a severe allergic reaction to specific allergens, steps have been formulated to protect students likely to suffer an anaphylactic reaction. ASCIA plans must be given to the Administration Staff for students who have a doctor diagnosis. ASCIA plans will be reviewed annually with the Principal or delegate.

Immunisation Parents are reminded of the need to ensure that their child is fully immunised before their child starts school. The Council provides this service for a nominal fee or you can arrange this through your own doctor.

Proof of immunisation is required when enrolling students. **If your child is not immunised and there is an outbreak of an infectious disease, your child will be excluded from school until it is considered safe for her/him to return.**

Administration of Medicines to Students

Schools do not supply or administer medications in an emergency unless they have been provided by parents as part of an individual health care plan for a specific student.

When a medical practitioner has prescribed medication that must be administered during the school day, parents/carers must:

- notify the school
- provide up to date information as required
- supply the medication and any 'consumables' necessary for its administration in a timely way.

If the school agrees to administer medication, the following procedure must be adhered to -

1. Medication must be dispensed from a pharmacy with the students name, dosage to be administered and frequency.
2. Medication is to be sent to the school office - not the student's classroom.
3. A formal schedule will be kept regarding administration of medication by the School Administrative Staff.
4. Students should proceed to the office area to receive medication at a nominated time.
5. The student's teacher needs to be informed so that s/he can ensure that point 4 is carried out.

The administration of prescribed medication in schools is carried out by staff who volunteer and who are trained. Except in an emergency, only individual staff members who have volunteered and been trained will administer prescribed medication to students. Training is available through a self-paced online course.

In an emergency which has not been anticipated in the emergency/response care section of an individual health care plan, staff will provide a general emergency response (for example, call an ambulance). Where an emergency response requires the immediate administration of medication to prevent serious illness or injury, staff should administer the required medication.

Information Regarding Immunisation Certificate

Parents are reminded of the need to ensure that their child is fully immunised before their child starts school. Parents enrolling children in schools are being asked to provide the school with an Immunisation Certificate. This does not mean that immunisation is compulsory. Parents will always have the right of choice.

Under the Public Health (Amendment) Act, 1992, school Principals must request that parents provide the school with an Immunisation Certificate on enrolment. Schools must keep a register of the immunisation status of preschool children at enrolment. The register must be kept for three years from the date the child leaves the preschool.

It is important that schools have a system in place to follow up in a timely manner with parents.

The information will be used by the Public Health Unit to help manage an outbreak of vaccine preventable diseases like measles or whooping cough by identifying children who are not protected against the disease. For the duration of an outbreak, all unimmunised children will be required to stay at home to protect them from infection and prevent them from passing infection to others.

The Immunisation Certificate and exclusion policy affects your child's enrolment at school.

If a parent fails to provide the school with an Immunisation Certificate, the child will be classified as unimmunised and excluded in disease outbreaks.

An Immunisation Certificate can only be issued by:

- ☒ Australian Immunisation Register

Information For Parents of Kindergarten Children

How to Help Your Child Start School

- Teach your child to dress themselves, e.g., putting on a jumper, doing up buttons, taking off and putting on shoes and socks.
- PLEASE label all belongings (bags, shoes, raincoats, jumpers, etc.) so that your child can clearly see and recognise their name. A coloured sticker or ribbon on the out-side of a school bag helps children to find their bag quickly.
- Children usually eat only small quantities of food at school during the initial stages. Please make sure you give your child something to eat for crunch n sip and both lunch and recess.
- If your child is allergic to anything, has medical problems or an unusual medical history, please discuss this matter with the Assistant Principal, or class teacher. Please also put the medical problem in writing, so the school will have an ongoing record. A health care plan may be required for some medical issues. Advise the office so that a meeting can be coordinated to speak to the Learning and Support Teacher.

The First Day and Beyond

We have implemented a staggered start for the first day of school. Kindergarten students will be allocated a start time to commence the day. This will be mailed to parents along with the Best Start timetable.

When you arrive our School Captains will greet and welcome students and parents before giving the students a name badge and walking them to their new classroom, it is best if you leave your child with the teacher as quickly as possible, and with no fuss. Even though your child may seem upset, they will quickly settle down.

All Kinder classes pack up at 2.50pm and walk to the silver seats at 3pm for a debrief with parents and carers to explain their day and ensure a smooth pick up experience. Parents of students catching a bus should advise their child's teacher in writing..

On subsequent days students go straight to classrooms between 8.45 and 9.10am.

Toilet Routine	At school, toilet routine is before school, at recess and at lunch time. It would assist us if you could train your child in this routine. It is a good idea to put a spare pair of underpants (or even a complete change of clothes) in a plastic bag in your child's school bag for at least the first Term.
Classes	We form classes based on the advice provided by the local preschools and parents. We take into consideration the social, cognitive and physical needs of all students when creating our classes.
Playground lunch support	<p>Kindergarten students will go to the eating area earlier than the whole school population. They will be settled and eating before other classes come out.</p> <p>Kindergarten will have their own designated play area for first two weeks.</p>
Items Needed at School	<ul style="list-style-type: none"> • Fruit & veg for daily crunch & sip • Labelled lunchbox and drink bottle • A box of tissues for class use, at the beginning of each term. • A bag suitable to carry a Library book (the bag from orientation). Kindergarten children commence individual borrowing from the school's Library early in Term One. • A gluestick
Build Resilience with these 3 questions	<ol style="list-style-type: none"> 1. What was the best part of your day? 2. What did you enjoy? 3. What did you do well?
Department of Education	<p>For more information please visit;</p> <p>https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/starting-school</p>

Berry Public School's Homework Policy

Rationale Although there is little consensus in literature as to whether homework raises student achievement there is some evidence that schools who do homework tend to be more successful. Staff at Berry Public School strongly believe homework has a positive impact on our cohort of students and their learning. Staff have found that homework has assisted in consolidating new skills, increase confidence and fluency in Reading, helped students develop self-motivating work patterns and routine, and has shown improvement in Mathematics and Spelling. The majority of the Berry Public School parent/carers and students either strongly agree or agree that they understand the benefits of homework.

Homework strengthens home and school links. It should be seen by teachers, students and parent/carers as a vital part of the home-school partnership and as an opportunity for parents to see how their child is progressing in their learning. Homework should also be achievable and relevant for the students. At Berry Public School most parents believe the amount of homework their child currently receives is 'just the right amount'.

Policy statement The NSW Department of Education and Communities *Homework Guidelines* state that homework should be relevant to the needs of students, developed in consultations with key community stakeholders including parents/carers, students and teachers and communicated to all.

The aim of this policy is ensure that the expectations of homework at Berry Public School are effectively communicated and that there are clear roles and responsibilities of the students, teachers and parents/carers

Implementation What constitutes are homework at Berry Public School:

Homework may include spelling, reading, or Mathematics practice and consolidation or projects based on topics being studied in class.

School Executive Responsibilities:

Ensure homework policy is communicated at time of student enrolment
Ensure homework is consistent across each stage and age appropriate

Teacher Responsibilities:

Inform parents/carers at the beginning of the year at the parent information night about the homework expectations and requirements including routines of when homework may be set and due and how parents and student can access assistance if needed

Send home a note (attachment A) at the beginning of the year outlining homework requirements and giving parents the option to support homework or opt out

Set homework that is relevant to students' level of understanding, age and what they are currently learning about and in line with what the Stage has decided.

Keep records of homework completion.

NOTE: it is not a requirement of a teacher to set work for a student who is on leave.

Implementation cont. Parent/Carer Responsibilities:

Take an active interest in their child's/children's homework

Support their child in completing their homework

Assist teachers in monitoring homework and contact the class teacher if they believe their child is finding the homework unachievable or if they have concerns about their child's approach to homework.

Encourage their child to organise their homework time to ensure quality homework is achieved within given time frames

Sign letter outlining homework expectations at the beginning of each school year to support homework or opt out.

Take responsibility for setting and providing additional homework for their child.

Student Responsibilities:

Listen to class teacher when homework is explained and ask if they are unsure of any expectations

Keep homework materials organised and return homework/readers on time

Complete homework within the set timeframe

Take responsibility for their homework, supported by their parents and caregivers

Seek assistance from class teacher when difficulties arise before the homework is due

Monitoring, evaluation and review

The homework policy will be in place from 2020 at Berry Public School.

School executive will be responsible for monitoring the policy execution.

The homework policy will be reviewed and evaluated in 2025.

Key Documents

NSW Public Schools Homework Policy: Guidelines (NSW Department of Education and Communities, 2012)

Berry Public School Presentation PowerPoint from parent survey, staff survey and student survey results 2019 (server)

Homework: Primary (Evidence for Learning, 2019)

Welfare Strategies

(Reviewed 2019)



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Welfare Strategies

The Wellbeing Framework for DoE schools

There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes. All schools are required to have a planned approach to wellbeing in place that incorporates the elements of the Wellbeing Framework.



CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Introduction

The NSW Department of Education and Communities (DEC) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

Extract from The Wellbeing Framework for School; April 2015

DoE Student Welfare Policy

Introduction

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self directed, life long learners who can create a positive future for themselves and for the wider community.

For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

School communities have developed their own student welfare policies and practices within the framework of the Student Welfare Policy, introduced in 1986. The policy has now been extensively revised to assist schools to build on existing good practice and to incorporate contemporary educational perspectives.

Context

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students.
- creates a safe, caring school environment in which students are nurtured as they learn.
- is achieved through the total school curriculum and the way it is delivered.
- incorporates effective discipline.
- incorporates preventive health and social skills programs.
- stresses the value of collaborative early intervention when problems are identified.
- provides ongoing educational services to support students.
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- recognises the role that the school plays as a resource to link families with community support services.
- provides opportunities for students to:
 - enjoy success and recognition.
 - make a useful contribution to the life of the school.
 - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents* and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

Extract from Student Welfare Policy; Ref: PD/2002/0052/V01;

Be You

Berry Public School is recognised as excelling in wellbeing because of our commitment to providing a comprehensive wellbeing framework.

We are a Be You school, with a focus on student wellbeing and mental health. The Be You Framework and Bounce Back curriculum program underpin our wellbeing strategies.

Purpose

To provide a comprehensive and inclusive student mental health and wellbeing framework and advance parent and community partnerships to further strengthen our school culture of care, respect and enrichment. Students are explicitly instructed in the following;



We look after each other
We keep our environment clean
We thin of others
We use kind words
We include others



We are kind
We help each other
We take turns
We share
We listen to each other



We are willing to try new things
We are on task
We do our best
We allow others to learn
We share our knowledge



We use good manners
We accept differences
We include others
We are proud of our school
We look after our surroundings and equipment



We make good choices
We follow instructions
We look out for others
We think before we act
We talk to a trusted adult

Bounce Back

The Bounce Back and Wellbeing Programs address the environmental building blocks and the personal skills for fostering resilience in children and young people. The program focuses mainly on the teaching of coping skills to help children respond positively to the complexity of their everyday lives. In other words, children are taught how to 'bounce back' after experiencing sadness, difficulties, frustrations and hard times.

Below are the programs for our school to learn and follow

Anti Bullying

- Skills for understanding and managing negative peer pressure
- Skill for discouraging bullying and offering bystander support
- Understanding the difference between asking for support, acting responsibly to support someone else and 'dobbing'.
- Skills and attitudes that help students to respond adaptively to being bullied or put down.

Resilience

The capacity to bounce back after experiencing difficulties, challenges or hard times. The acronym of Bounce is used in the following way.

Bad times don't last. Things always get better. Stay optimistic

Other people can help if you talk to them.

Unhelpful thinking makes you feel more upset. Think again

Nobody is perfect—not you and not others

Concentrate on the positives (no matter how small) and use laughter.

Everybody experiences sadness, hurt, rejection, they are normal part of life.

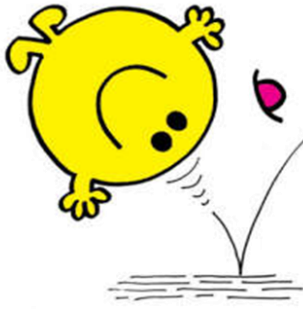
Relationships

The focus is to assist students develop skills for making and keeping friends, getting along well with others and to manage disagreements. To also self-reflect about their own current levels of skills in these area.

Growth Mindset

The focus of this unit is on skills and strategies associated with optimistic thinking and positivity. These include:

- Positive tracking, i.e. the skill of focusing on the positive aspects of a negative situation, however small they may be
- Finding hope in difficult times
- Being open-minded and flexible when solving problems and having confidence in one's own ability to solve problems and take positive actions.



THE BOUNCE BACK STEPS

Step 1

YOU SAY - Please stop doing that. I don't like what you are doing.

Step 2

YOU SAY - If you don't stop, I will tell a teacher.

Step 3

YOU DO - Go straight to a teacher.

YOU SAY - I have done the Bounce Back Steps and I would like you to help, please.

Note: This gives students a proactive approach to dealing with bullying.

Classroom Rules

Within the first few weeks of each new year, each class negotiates a short set of class rules.

This means students and their teacher work together to compile the rules under which the classroom will function effectively.

It is important to note that these rules are written in positive terms and are displayed in a prominent position in the room.

They will vary from one classroom to the next, but in general, they are directly related to the main school rules.

The main purpose of establishing a set of classroom rules is to clarify to the students that:

- certain behaviours are acceptable and should be repeated; and
- certain behaviours are not acceptable and should be avoided.

Classroom rules set very clear limits to ensure the educational program of the classroom functions as it should.

Consequences:

From an early age, students need to be taught to be responsible for their actions. Students have a choice to:

- follow rules and enjoy the rewards; or
- disregard the rules and accept the consequences.

Teachers are encouraged to discuss the aspect of behaviour in the "Establishment Phase" of each term.

A list of consequences remains constant for all classes. The classroom rules may vary, but the consequences do not. These are listed in order of severity. Consequences that follow unacceptable behaviour are applied on a daily basis.

Parents are notified at particular points as indicated in the process.

(See Appendices for sample letters.)

Rewards are used to reinforce acceptable behaviour, but, as stated in the Discipline Code, **Self Discipline is the highest goal** and intrinsic rewards are vital to our welfare strategies.

Strategies to promote good discipline and effective learning

- The formulation of easily understood school rules and classroom rules which are fair, clear and consistently applied.
- Provision of effective teaching and learning strategies to meet students' needs.
- Support of students who achieve success.
- Encouragement of students to achieve their personal best.
- Establishment of "buddy" classes to encourage care for other students.
- Provision of appropriate support programs, e.g., counselling.
- Modelling of consistent, caring and controlled behaviour by staff.

Rewards

- Individual rewards, such as; verbal praise, stickers, merit certificates.
- Commendations and recognition at Assemblies, privileges, e.g., free time, choice of activities.
- Recognition via school website e-news and school app.
- Personal pride and increased self-esteem in displaying acceptable behaviour.
- Berry Way Student Award, presented at fortnightly Assembly.
- The Berry Way cards—drawn at each Monday morning assembly

Implementation of the Personal Development (PD) Syllabus

The aim of the PD program is to develop knowledge and understanding, skills, values and attitudes, which a child can use in everyday living.

The PD program includes systematic and explicit teaching of personal and social skills. This provides students with a basis for resilience and the resourceful management of their own lives.

Teachers work with students in a variety of situations including assemblies, in the classroom and in the playground.

The program is presented to students K – 6 with each aspect being adapted to suit the particular stage of the children.

Notes

The Assistant Principal for each stage will make the decision as to whether detention is to be utilised.

If a serious offence occurs, the student may jump steps and be sent to the Assistant Principal or Principal immediately.

The above process re-starts each term and is also used by visiting teachers.

Children returning from suspension for continued misbehaviour are placed at step 8.

Variations may occur due to the nature of individual students and groups of students.

A suspension warning has a four week sunset clause within the term.

Where there is a cross over in responsibilities, such as misbehaviour in scripture, the child is referred to the stage co-ordinator for discipline follow-up.

Strategies for dealing with unacceptable behaviour

For minor offences, consequences will include reprimand, short isolation or detention, loss of privilege, or counselling. In more serious cases, formal lunch time detentions or in-school suspensions will be used.

Parents will be notified in writing of detention cases, informed of the consequence being applied and of additional consequences for any further breaches of school rules.

Additional serious offences may lead to students being -

- required to carry out works or services to repair or compensate for damage caused by them;
- suspended from school for violence, possession of illegal substances or weapons;
- excluded from school;
- expelled from school.

At Berry Public School, we have the following Hierarchy of Consequences -

CLASSROOM ACTION		CONSEQUENCE	COMMUNICATION
1.	Name on board and two crosses.	In-class isolation	
2	Name on board with three crosses.	Timeout to another room	
3	Continued misbehaviour.	Detention	Letter to parents
PLAYGROUND ACTION		CONSEQUENCE	COMMUNICATION
4	For minor offences.	Reprimand, short isolation or timeout.	
5	Repeated misbehaviour after instruction – Disobedience.	Detention	Letter to parents
6	Misbehaviour warranting placement of name on “warning board”.	Decision made by relevant Assistant Principal about detention	Letter to parents if detention employed.
7	Second behaviour within term, warranting detention	Detention	Letter to parents. Parents are invited to the school to discuss behaviour.
8	Third behaviour within term, warranting detention. (Children returning from suspension will be placed at this step.)	Detention	Letter to parents advising that a subsequent detention will exclude their child from the next external activity.
9	Fourth behaviour within term, warranting detention.	Detention, exclusion from next external activity.	Letter to parents advising that their child will be excluded from the next external activity and that their child is being issued with a formal suspension warning for continued misbehaviour.
10	Continued misbehaviour.	In-school suspension or short suspension	Letter to parents advising length and conditions of in-school or short suspension.
11	Violence	Refer to “Any Violent Act” appendix.	Refer to “Any Violent Act” appendix.

Anti Bullying Plan

Bullying behavior has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated and it involves behaviours that can cause harm.

Berry Public School's commitment—Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence –based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments.

Our school engaged in a range of evidence-based strategies and practices to promote a positive school culture. These include instruction in core values:

‘The Berry Way’ values and behaviours,

–Protective strategies including Bounce Back

–Steps and use of the Buddy Seats

–Wellbeing units (Anti Bullying, Resilience, Relationships and Growth Mindset)

Additionally students have the opportunity to become a student Representative Councillor or ‘BeYou’ Peer Leader. Students also participate in whole school celebration days that focus on our core values.

Our school website has information to support families help their children to regulate their emotions and behavior and develop socially. Information is provided to assist if children have been involved in bullying behavior (as the person engaging in bullying behavior, as the person being bullied or as the person witnessing the bullying behavior).

Learning and Support Team

The School Learning and Support team plays a key role in ensuring that the specific need of students with additional learning and support needs and / on a disability are met.

This team, which includes the Principal, School Counsellor, learning and Support Teacher and teacher representatives across all stages meet weekly to discuss student learning and welfare.

Types of bullying >>>

There are many different types of bullying

Verbal

- Name calling
- Teased in an unkind way;
- Putting someone down
- Threatening to cause someone harm
- Having rumours spread about him or her



Physical

- Poking, hitting, punching
- kicking, spitting, tripping or pushing.
- having property hidden, damaged, stolen or destroyed



Social

- Lying
- having graffiti written about them
- left out;
- sent hurtful notes;
- singled out for unfair treatment;

Cyberbullying

- Using technology to hurt someone
- Sending hurtful messages
- Hurtful pictures, comments or video's



Students – You can control what happens by

- ✓ Follow the BOUNCE BACK steps
- ✓ Not retaliating
- ✓ Follow the school rules and respect the core values
- ✓ Talk to your teacher – Step 3 in Bounce Back

Parents – You can control what happens by

- ✓ Let your child tell you about the issue
- ✓ Recommending your child follows the steps
- ✓ Be aware of and monitor your child's use of information and communication technologies
- ✓ Contact the classroom teacher if needed



Feeling Safe and Valued at

Berry Public School

Dear Parents

A critical part of growing up is learning how to get on with others and what to do if there is conflict. Bullying of any kind (including online or cyber) is not acceptable here at Berry Public School.

Please take the time to review this brochure and discuss with your children the actions we have in place for them to follow.

When students, parents and staff work together we create a safe and caring environment .



*We look after each other
We keep our environment clean
We think of others
We use kind words
We include others*

*We are willing to try new things
We are on task
We do our best
We allow others to learn
We share our knowledge*

*We use good manners
We accept differences
We include others
We are proud of our school surroundings and equipment*

*We include others
We help each other
We take turns
We share
We listen to each other*

*We make good choices
We follow instructions
We look out for others
We think before we act
We talk to a trusted adult*



We are caring.



We are learning.



We are respectful.



We are a team.



We are safe.



We are Berry Public School.

Students can control what happens by following the Bounce Back Steps

- BOUNCE BACK**
- take a deep breath,
 - look directly into the eyes of the person attempting to bully you,

STEP 1:

- ✓ You Say— "Please stop doing that! I don't like what you are doing!"

STEP 2:

- ✓ Say, "If you don't leave me alone, I will tell a teacher"

STEP 3:

- ✓ Go directly to a teacher and say, "I have used the bounce back steps and I would like you to help me please."

Listening and understanding when your child talks to you about bullying

Your child needs to know that they are being heard. Their feelings matter and their concerns should be taken seriously. Encourage your child to talk about what happened. Explain to your child that reporting the bullying is okay. After listening to their concerns, ask questions to get more details if needed: who, what, where, when.

Ask your child: What they want to do?

What they want you to do?

It is important that you help your child to find their own solution as this will help them feel that they have some control over the situation.

Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help.

Berry Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

At Berry Public School we support students through >>>

- encouraging students to employ strategies taught at school eg: Bounce Back steps
- creating positive classroom environments
- consistently rewarding positive behaviour and effort
- classroom-based Personal Development Programs – Be You
- the Child Protection Program
- the Life Education Program
- having Buddy Classes
- an active SRC
- regular class meetings
- developing positive Student Leadership roles
- an active Learning Support Team
- an active P & C
- encouraging parent participation and communication
- access to school counsellor



Websites:

Be You: <https://beyou.edu.au/>
 Beyond Blue: <https://www.beyondblue.org.au/>
 Headspace: <https://headspace.org.au/>
 Kids Helpline: <https://kidshelpline.com.au/>
 Berry PS website: Resources and links

If someone is bullied he/she >>>

- may be confused and not know what to do about it;
- may feel sad, frightened, unsafe, sick, embarrassed, angry, unfairly treated;
- can have school work affected; and
- it can affect family and friends.

Our school core values >>>

Our school engages in a range of evidence-based strategies and practices to promote a positive school culture.

These include instruction in:

- ✓ 'The Berry Way' values and behaviours
- ✓ Protective strategies including Bounce Back steps and the use of the Buddy Seats
- ✓ Be You units (AntiBullying, Resilience, Relationships and Growth Mindset)

Students also participate in a Celebration Day that focuses on our Core Values

Our school community is committed to providing a safe and secure environment.

BULLYING

Bullying behavior has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

Roles within Berry Public School

The Role of the Student is to -

- accept the consequences of their actions;
- demonstrate acceptable behaviour by complying with school, classroom and transport rules, as well as uniform and homework requirements;
- participate in decision making through the Student Council body;
- be on time and attend school within the specified school hours.

Role of the Parent is to -

- support the school's Welfare Strategies;
- provide a role model for desirable social behaviour;
- encourage their child's interest in all aspects of schooling;
- communicate and demonstrate the benefits of co-operative behaviour;
- participate in decision-making about the school's Welfare Strategies through the Berry P. & C. Association and through the Berry Public School Learning Support Team;
- take part in the school's Welfare Strategies, as appropriate;
- ensure that their child is punctual and attends school within the specified school hours.

The Role of the Teacher is to -

- provide appropriate curriculum to meet the needs of each student;
- support students in achieving success in learning;
- use consistent good behaviour management techniques;
- seek to enhance the self esteem of school personnel, students, staff and parents, in all aspects of school life;
- communicate and demonstrate the benefits of co-operative behaviour;
- model consistent, caring and controlled behaviour;
- discuss with parents and caregivers, their roles and responsibilities in managing student behaviour;
- be sensitive to the welfare needs of school personnel;
- provide support as necessary and appropriate for all school personnel in all aspects of school life.

The Role of the Counsellor is to -

- provide counselling for all school personnel as necessary;
- provide information about the welfare needs of students;
- provide support for students, staff and parents in student welfare matters.

The Role of the Assistant Principals is to -

- provide support for the Principal in student welfare matters;
- liaise with staff;
- formulate, co-ordinate and oversee the implementation of duty roster;
- ensure a safe, healthy, and clean school environment;
- co-ordinate the implementation of the Hierarchy of Consequences.

The Role of the Learning Support Team is to -

- write and oversee Welfare Strategies;
- co-ordinate activities of these Strategies;
- seek solutions to welfare issues;
- maintain consistency;
- encourage a caring environment.

The Role of the Principal is to -

- provide leadership and direction;
- oversee work of Learning Support Team and make decisions based on its recommendations;
- provide staff support and opportunities for professional development;
- encourage a caring atmosphere;
- liaise with parents and community regarding policy and programs.

Responsibilities within Berry Public School

Students will be encouraged to -

- obey school rules;
- act safely and be caring towards others;
- do their personal best in all areas of work;
- solve conflicts peacefully;
- show self discipline;
- develop positive self-esteem.

Parents will be encouraged to -

- participate in the education of their child and the day to day activities of the school, including reviews affecting their child's welfare and the Discipline Code;
- share responsibility for shaping their child's understanding about acceptable behaviour;
- work with teachers to establish fair and reasonable expectations for their child.

Staff with specific student support roles will ensure that -

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Teaching and support staff, according to their role in the school, will -

- ensure that they are familiar with the school's Welfare Strategies;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents;
- participate in the learning and teaching process in ways which take account of the objectives in this policy;
- participate in the school community's implementation of the school's Welfare Strategies.

The Principal will ensure that -

- a commitment to student welfare underpins all the policies and activities of the school;
- student welfare is regularly reviewed, using appropriate planning processes;
- the school's Discipline Code is regularly reviewed;
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.

Captains

Every year in Term 4, students in Year 5 are eligible to stand for election as School Captain for the ensuing year. A set of procedures organised by the Assistant Principal allows students from Year 3 to Year 6 to vote for a boy and girl Captain and Vice Captain.

Student Representative Council

Students in classes from Years 2 to 6 elect Student Councillors. Councillors elect a President, Vice President and Secretary. School Captains and Year 6 students who were nominated for School Captain, are automatically members. The Council has a staff member as its Patron.

Councillors obtain opinions and requests from their fellow students by means of a special class Student Council Book. Ideas are taken to Council Meetings, where correct meeting procedures are practised. Discussion takes place and decisions are made which are communicated in numerous ways, e.g., Class Report, Assembly, Bulletin.

School Captains and Year 6 students adopt a Buddy Lower Primary Class to ensure full school involvement.

The Student Council organises and conducts activities for students, e.g., Mufti Days, Talent Quests, Socials, Fund Raising, e.g., Jeans for Genes Day, Competitions, e.g., Handball.

The Student Council is a forum for students. It plays a very important role in giving students a real voice in our school.

Code of Conduct for Bus Travel

Free bus travel is available to all students who are in Kindergarten, Year 1, Year 2 AND those who reside more than 1.6 km (radial distance) from the school, or 2.3 km or more by the most direct practical walking route to school. All students living north of the highway, no matter what distance, are eligible for free bus transport, due to the safety issue.

A Code of Conduct:

Application Forms for bus travel set out the full Code of Conduct.

The Code is designed to ensure the safety and comfort of all passengers. If a student breaks the Code of Conduct, then the privilege of free bus travel will be removed.

Free bus travel may be suspended or withdrawn, for breaches of the Code by a student.

At school - bus lines:

All students will:

- line up in bus lines according to their bus stops. Siblings may be together;
- wait patiently;
- respect other people and their private property.

Travelling on the bus:

When travelling by bus, students will:

- remain seated at all times, until the bus stops at their bus stop;
- keep all body parts inside the bus;
- obey the instructions of the driver;
- carry their personal bus pass to be shown on boarding and when requested;
- keep aisle clear;
- respect bus property, fellow passengers and the bus driver;
- NOT eat, drink, or use offensive language;
- NOT throw any article inside, or out of the bus.

At bus stops:

At bus stops, all students will:

- arrive no earlier than 10 minutes before bus is due in the morning;
- wait in line or place bag in line and behave in an acceptable way;
- respect other people's private property, including no trespassing;
- respect adults.

Consequences:

Positive -

- Safe travel.

Negative -

The following process takes place if students display irresponsible behaviour whilst on the bus:

- Student's name recorded by bus driver and warning given.
- Bus Proprietor, Principal and student's parents informed.
- Bus pass withdrawn for a specific time period, depending on the circumstances involved. Parents informed by letter.
- Student suspended from bus travel. Parents will be expected to provide transport. Student will still be expected to attend school.

N.B. These consequences are applied by the Bus Company.

Bike Riding	<p>Students who wish to travel to school by bike should be in at least Years 3, 4, 5 or 6. They should be familiar with the road rules for cyclists, have a well maintained bicycle, wear an approved bike helmet and travel via the safest route to school.</p> <p>Information sheets regarding these aspects are available from the school. Parents are requested to discuss these information sheets with their children and to take any necessary steps to ensure their children's safety whilst riding to and from school. This would include the maintenance of the bicycle.</p> <p>Bikes are to be "walked" to and placed in the bike racks. Bike riders are all dismissed together in the afternoon.</p>
Skateboards	<p>These are only allowed at school if a written request for permission is supplied by parents. Same conditions apply, as with bikes, e.g., helmets.</p>
Walking	<p>Students walking to school must do so with the consent of their parents / caregivers, and obey all traffic laws.</p>
Code of Conduct when travelling on excursions, sport or special activities	<p>Students will -</p> <ul style="list-style-type: none"> • behave safely at all times when travelling to and from the excursion and while engaged in activities; • respect the needs of others; • respect personal property of others; • follow instructions about safety; • represent their school in a positive manner by wearing school uniform and by behaving appropriately.
Child Protection	<p>Child protection is a mandatory part of the school curriculum. The program teaches students skills to ensure their personal safety in potential assault situations. It is also designed to assist students appreciate normal relationships and identify possible assault situations. Kindergarten and new students to the school will be issued with an Information and Welfare Strategies Handbook.</p> <p>Each year, students will complete units of work from the <i>N.S.W. Department of School Education Child Protection K-6</i> booklet.</p> <p>Year 6 students may complete a Sex Education Program as part of their Child Protection Work.</p> <p>Please note:</p> <ul style="list-style-type: none"> • The Department of School Education requires all staff, who have reasonable grounds to suspect that a student has experienced abuse (sexual, physical or emotional) or neglect, or is at risk of abuse or neglect, to inform the Principal. The Principal must then immediately notify the Department of Community Services, or the staff member must report to DOCS if not satisfied with the Principal's response. • Any person in direct supervision of children must sign the <i>Prohibited Employment Declaration</i> in accordance with the Prohibited Employment Act, 1998. • By law, these people are also obliged to report to the Principal if they have reasonable grounds to suspect a child has experienced abuse.

Health and Safety issues

Our school has numerous strategies to ensure a healthy and safe environment.

Playground Enhancement Scheme:

- Working Bees are held when required, where parents, students, staff and community members are encouraged to participate.

Occupational Health and Safety Team:

- The school has WHS meetings, which include several staff members and the Principal. WHS issues are discussed and dealt with under the requirements of the WHS policy

Evacuation

In the event of any danger to students (e.g., fire or bomb threat), the decision for a full school evacuation will be made by the Principal or next in charge.

The alarm for general school evacuation is a continuous siren. This takes at least two minutes, to allow all classrooms and other areas to be alerted. The alarm for a school lockdown is a continuous high pitch siren.

If the situation so demands, the class teacher will take the initiative of evacuating their class immediately.

Note: The school conducts evacuation practices each year.

On hearing the general evacuation alarm, the teacher will:

- instruct students to cease work immediately;
- supervise the quick and orderly evacuation of the room by using the nearest possible exit. Students should not take bags, lunches, coats or personal property with them in an emergency;
- take students via the safest practical route to the Southern/bottom playground or Northern/Victoria Street end of the school, depending on the location of the problem;
- call the roll and report any absentees and their last known location to the officer in charge of emergencies.

On hearing the lockdown alarm, the teacher will instruct students to

- stay in classroom where they currently are
- lock all doors and windows.
- crouch down underneath their desks and await for the all clear.

If the lockdown alarm is sounded whilst children are in play area, they will be directed to a designated building, follow the above instructions and wait until the all clear is given.

Critical Incidents

Our school has a plan to deal with potential critical incidents, such as:

- serious injury or sudden death(s) of a student, staff member, or member of the community;
- severe assault;
- kidnapping;
- natural disaster, etc.

The main aim of the plan is to minimise or alleviate any current distress experienced by students, staff or community members, and prevent the possibility of future difficulties or long term problems.

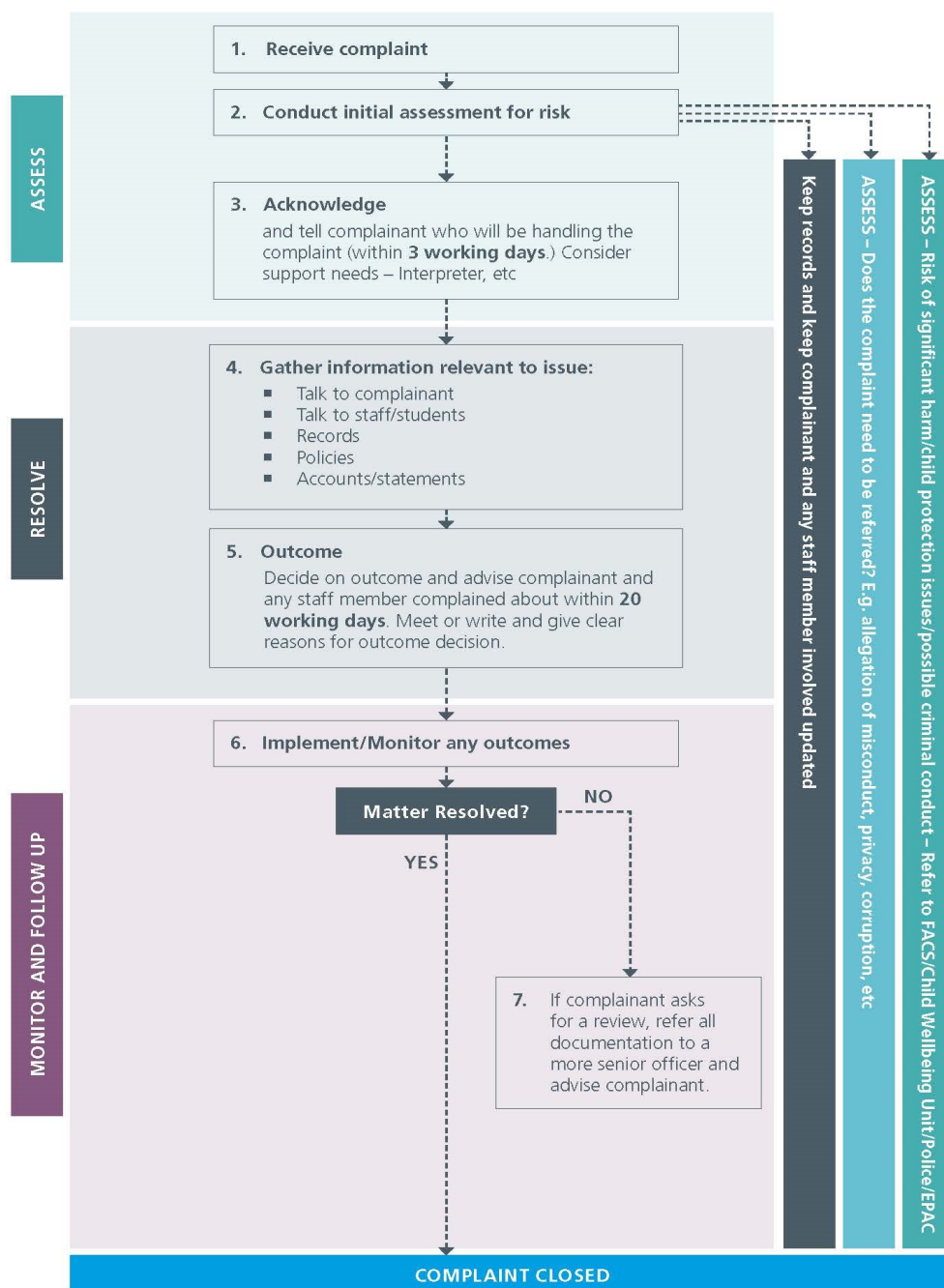
Refer to Departmental Document *Guidelines for Schools and TAFE Colleges and Campuses - Management of Serious Incidents, 2007*.

The Complaints Process

The key stages of managing a complaint:



Flowchart



Support Services and Programs

School Programs and Personnel

Berry Public School	(02) 4464 1158
School Counsellor	
Support Teacher for Learning Assistance	
Itinerant Support Teacher for Behaviour	
Itinerant Support Teacher for Hearing	
Grievance Officer	
Life Education Van -	
Annual School Visits and K-6 Program	
Scripture Teachers	
Berry Safety House Program	
Anti-Discrimination, Anti-Racism, Equity Programs	
Illawarra/South Coast Shellharbour SEA	(02) 4251 9900
Student Welfare Officer	
Special Education Consultant	
Early Childhood Unit - Bomaderry Public School	(02) 4421 6577
Home School Liaison Officer	(02) 4257 2537

Government Agencies

Child Protection and Family Crisis Service - 24 hours	1800 066 777
Department of Community Services, Nowra	(02) 44245100
Early Intervention Children's Services (Noah's Ark)	(02) 4423 5022
Kids Help Line	1800 551 800
Lifeline - 24 hours	13 1114
Nowra Community Health Centre	(02) 4422 8111
School Nurse	
Child Psychologist	
Parent Line (help for Parents)	1300 1300 52
Sexual Assault Centre - Links House - 24 hours	(02) 4423 9211
Shoalhaven District Memorial Hospital	(02) 4421 3111
Social Worker	(02) 4423 9317
Speech Therapist	
Shoalhaven Family Support Service	(02) 4421 5499
Youth Health Service (Crossroads)	(02) 4423 1784
Kids Cottage - 1/10 Belfast Avenue, Warilla	(02) 4297 1022
Child Assessment Intervention Team -	
Physiotherapist	
Speech Pathologist	
Occupational Therapist	
Social Worker	
Hearing Assessment Centre	

Appendix

Berry Public School



1 Clarence St
PO Box 222
Berry NSW 2535

Phone: 02 4464 1158
Fax: 02 4464 1664
Email: berry-p.school@det.nsw.edu.au

DETENTION - First Notice

Date:

Dear Mr./Mrs./Ms.

In line with our Hierarchy of Consequences, it is with much regret that I have to inform you that your child of class has been on lunchtime detention this term.

The reason/s for this detention are as follows:

1.
.....

Would you please discuss this matter with, as the purpose of this letter is to keep you informed and to seek your assistance in trying to modify such behaviour. Please complete and return the slip below immediately to ensure us that you have been informed of the circumstances involved with your child's detention.

Regards

Assistant Principal

✂- - - - -

RETURN SLIP FOR DETENTION - FIRST NOTICE

Dear,

I/We acknowledge receipt of your letter dated Regarding 's lunchtime detention.

Signature of Parent/Guardian Date



DETENTION - Second Notice

Date:

Dear Mr./Mrs./Ms.

In line with our Hierarchy of Consequences, it is with much regret that I have to inform you that your child of class has been on lunchtime detention this term.

The reason/s for this detention are as follows:

1.
.....
.....
.....

Would you please discuss this matter with, as the purpose of this letter is to keep you informed and to seek your assistance in trying to modify such behaviour. Please complete and return the slip below immediately to ensure us that you have been informed of the circumstances involved with your child's detention.

Would you also please contact the school to arrange an interview with the Assistant Principal of your child's stage to discuss further misconduct and resolve some strategies to change it.

Regards

Assistant Principal

✂ - - - - -

RETURN SLIP FOR DETENTION - FIRST NOTICE

Dear,

I/We acknowledge receipt of your letter dated Regarding 's lunchtime detention.

Signature of Parent/Guardian Date



DETENTION - Third Notice

Date:

Dear Mr./Mrs./Ms.

In line with our Hierarchy of Consequences, it is with much regret that I have to inform you that your child of class has been on lunchtime detention this term.

The reason/s for this detention are as follows:

1.
.....
.....
.....

Would you please discuss this matter with, as the purpose of this letter is to keep you informed and to seek your assistance in trying to modify such behaviour. Please complete and return the slip below immediately to ensure us that you have been informed of the circumstances involved with your child's detention.

In accordance with school policy, and as was discussed with you at the interview, due to continued misconduct your child will be excluded from the next external activity if further inappropriate behaviour occurs.

Regards

Assistant Principal



RETURN SLIP FOR DETENTION - FIRST NOTICE

Dear,

I/We acknowledge receipt of your letter dated Regarding 's lunchtime detention.

Signature of Parent/Guardian Date



DETENTION - Fourth Notice

Date:

Dear Mr./Mrs./Ms.

In line with our Hierarchy of Consequences, it is with much regret that I have to inform you that your child of class has been on lunchtime detention this term.

The reason/s for this detention are as follows:

1.
.....
.....
.....

Would you please discuss this matter with, as the purpose of this letter is to keep you informed and to seek your assistance in trying to modify such behaviour. Please complete and return the slip below immediately to ensure us that you have been informed of the circumstances involved with your child's detention.

In accordance with school policy, and as was discussed with you at the interview, due to continued misconduct your child will be excluded from the next external activity. If further inappropriate behaviour occurs your child may be suspended.

Regards

Assistant Principal

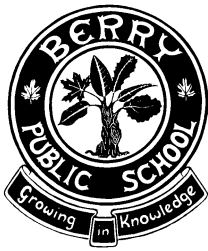
✂ - - - - -

RETURN SLIP FOR DETENTION - FOURTH NOTICE

Dear,

I/We acknowledge receipt of your letter dated regarding 's lunchtime detention.

Signature of Parent/Guardian Date



BEHAVIOUR MANAGEMENT PLAN

BERRY PUBLIC SCHOOL
Victoria Street,
BERRY. 2535

Telephone: 4464 1158

Date

Dear Mr./Mrs./Ms.

We are becoming increasingly concerned at’s standard of behaviour. Your child’s unwillingness to abide by classroom school rules and to accept that rights and responsibilities apply to every student, is unsatisfactory.

This situation has been discussed with your child. The consequences of this misbehaviour will be the withdrawal of privileges. Amongst these will be access to our next out-of-school activity, such as excursions.

It is vital that this situation is discussed with you. Could you please contact the school to organise a meeting with the Principal and class teacher.

Please complete and return the slip below and telephone the office for a meeting time.

Yours sincerely,

Principal.

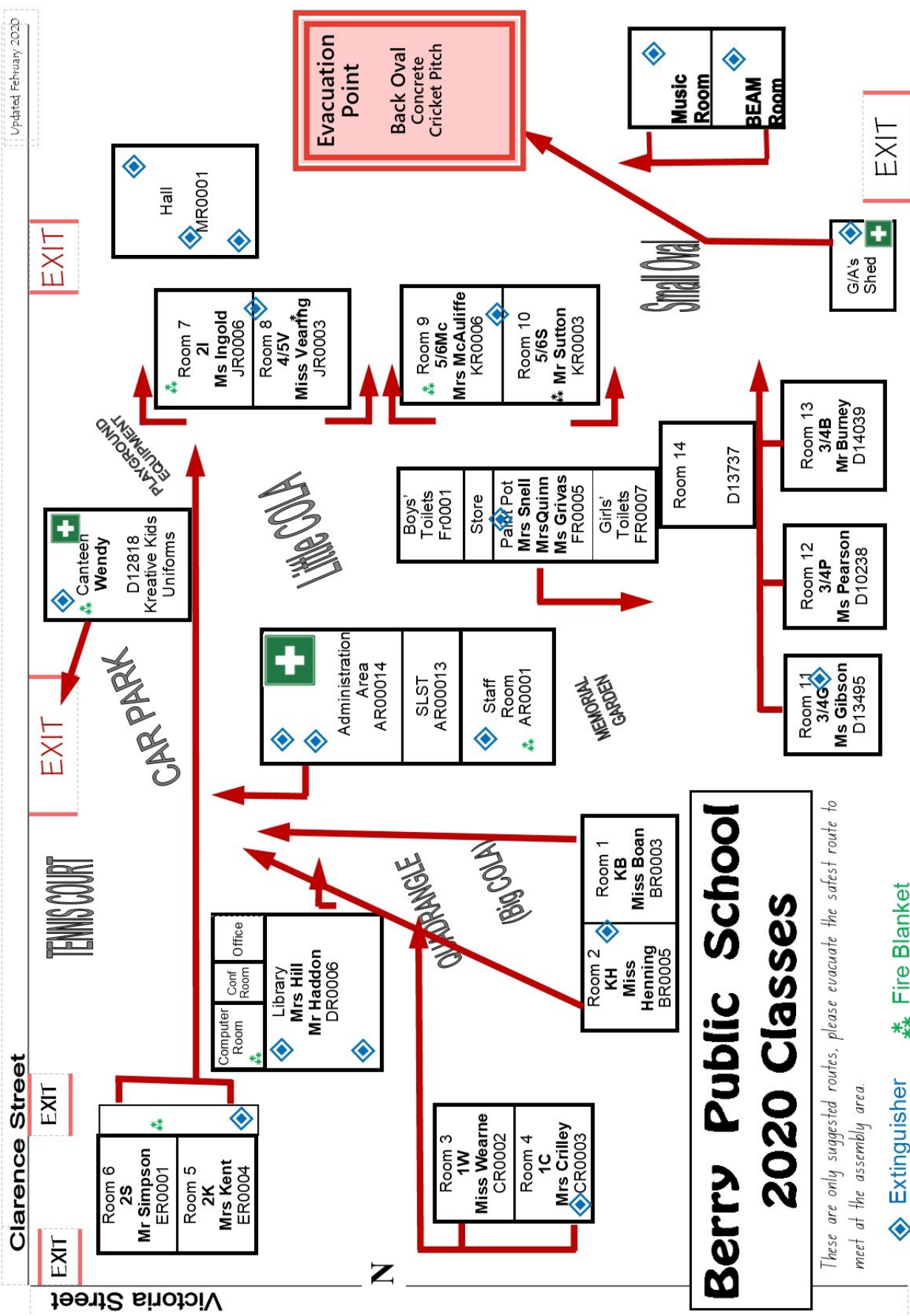
Classroom Teacher.

RETURN SLIP FOR BEHAVIOUR MANAGEMENT PLAN

Dear

I/We acknowledge receipt of your letter dated

Signature of Parent/Guardian Date



Our School Emblem

Our School Emblem reflects the motto for
Berry -
"Town of Trees".

It was designed in 1980
and represents six of the many varieties of trees
indigenous to the Berry area, namely -
(from left to right)

Cedar, Illawarra Flame,

Fig, Banksia,

Gum and
Camphor Laurel.