

Berry Public School



Information and Welfare Strategies Handbook



School Information

(Reviewed 2014)

Clarence Street
P.O Box 222
BERRY 2535

Telephone: 02 4464 1158
Facsimile: 02 4464 1664
Email: berry-p.school@det.nsw.edu.au
Website: www.berrypublicschool.com.au

Table Of Contents for Information Handbook

OUR SCHOOL'S PURPOSE	5
Mission Statement	
School Motto	
School Pledge	
Exit Outcomes	
GENERAL HISTORY AND INFORMATION	6
Buildings	
School Hours (including bus supervision)	
School Assemblies	
School Library	7
Class Groupings	
Interviews with Teachers	
School Bulletin	
Voluntary School Contributions	
Money Collection	8
Custody	
Notes Required from Home	
Early Pick Up of Children	
Children Arriving Late for School	9
Afternoon Dismissal Arrangements	
Kindergarten collection Times	
Bus Travel / Private Vehicle Conveyance Subsidy	
School Excursions	10
Parent Helpers	
Student Assistance Scheme	
Jewellery	
School Uniform	11
Absences	13
SCHOOL ADMINISTRATION AND SUPPORT ROLES	15
PARENT AND COMMUNITY GROUPS	16
Berry P&C Association and its Sub-Committees -	
Berry School Canteen	
Berry Uniform Pool	
Fundraising Committee	

Table Of Contents

Information Handbook

(White Pages)

SPECIAL ACTIVITIES	17
Ensemble / Band	
Choirs	
Gymnastics	
Plant Propagation	
Tennis	
Sport	
Paint Pot	
Special Programs	
Community Involvement	
SCHOOL SERVICES	18
Mobile Phones	
Messages for Students	
Lost Property	
Book Clubs	
Religious Education Classes	
School Dental Clinic	19
Sick Children	
Anaphylaxis	
Immunisation	
Administration of Medicines	
IMMUNISATION CERTIFICATE	20
TODAY'S CHILD AT SCHOOL	21
INFORMATION FOR PARENTS OF KINDERGARTEN CHILDREN	23
USEFUL INFORMATION RE COMMON ILLNESSES	24
HOMEWORK POLICY	25
Welfare Strategies	29
(Blue Pages)	51
SITE PLAN, 2012	52

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.

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 two are permanent buildings. A Library, administration building, canteen, ablutions block, technology room, paint pot, music room and a Special Projects Room 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 3.45 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:

Tuesdays 8.45 to 9.10 a.m. and

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

Thursdays 8.45 to 9.10 a.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 Groupings 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.

Interviews 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 or the Principal.

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

School Bulletin The Bulletin is our regular weekly newsletter to parents and the Berry community. It is designed to keep parents as fully informed as possible, of the happenings and activities of our school and is sent home with the eldest child in each family on Wednesdays. The bulletin is also emailed to families if requested and can be found on our website: <http://www.berrypublicschool.au/>

Community Notices are published as a service to the Berry Community, if space permits.

Voluntary School Contributions These are set each year to help provide our students with the best possible education. They also represent a fair way of sharing costs associated with a modern school.

Your contribution would be appreciated in the first weeks of Term 1. Receipts will be issued and should be retained for taxation purposes. Please complete details on the form issued to families and return it to the school when making your payment.

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

We assure you that every cent of this money is used to purchase resources for all students. The money does not go towards anything but educational resources.

Voluntary School Contributions are a vital element of the school budget, enabling the school to provide special resources that otherwise would not be possible. All contributions are greatly appreciated.

Money Collection Days

When costs are associated with any activity at school, money is to be sent with your child preferably on a Monday 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 money day.

Credit card payments are available. This operates on Monday and Thursday, either by sending in a marked envelope with your details, or completing forms at the office.

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

Notes from home are required for the following -

Absences from School - If your child is absent for part of or a full day, a note from home is required stipulating the reason for the absence. Such notes 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.

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.

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. A note is sent to the classroom teacher on the day, advising the reason, time, etc.
2. You must sign your child out at the office or from an agreed point if on an out of school activity, e.g., sports carnival.
3. 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.
4. 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.

Children Arriving Late for School	<p>If a student arrives late for school, a late note must be completed and signed at the office, then taken to class teacher.</p>
Afternoon Dismissal Arrangements	<p>Our students are dismissed in the following groups:</p> <ol style="list-style-type: none"> 1. Early bus students. 2. Late bus students wait under Big COLA. 3. Walkers and students meeting parents outside gates 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. <p>Playground equipment is not to be used by anyone after school.</p> <p>Students must not leave the school grounds by themselves. Parents should collect students under the Big COLA.</p>
Kindergarten Collection Times	<p>During the first two weeks of the year, Kindergarten students all assemble to be collected by parents under the Small COLA. Kindergarten students who travel by bus are to be collected by older siblings or taken by the class teacher to their respective bus lines.</p> <p>After two weeks, Kindergarten students will have gained enough confidence to handle the usual dismissal procedure.</p>
Bus Travel	<p>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.</p> <p>Please make sure your child knows how to safely enter and leave a bus and understands the Code of Safe Bus Travel.</p> <p>The school is serviced by several bus companies. To obtain a bus pass, an application form must be completed. Restrictions apply to age and distance travelled. Forms are available from the office.</p>
Private Vehicle Conveyance Subsidy	<p>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 school office and request a form.</p>

School Excursions

Excursions are an integral part of the school learning program in all key learning areas. A signed permission note IS ESSENTIAL. Parents are asked to note that students MUST return permission notes to school BY THE DESIGNATED DUE DATE PRIOR TO THE EXCURSION.

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

Parent Helpers and Child Protection Disclaimer Form

We encourage parent participation at Berry Public School. There is a close relationship between school and the community.

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

One group of volunteers, not necessarily parents, are the members of the Program to Aid Literacy (PALs) Reading Scheme. This is a St. John Ambulance initiative and is a vital part of our reading process.

All helpers/volunteers must complete the Working With Children Check This is a no cost application and needs to be completed only once and is not an inconvenience, but a safety element for our students. Information can be found on the WWCC website:

www.kidsguardian.nsw.gov.au/childsafe

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.

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.

Section 5.2.1 of the Department's guidelines on uniforms states:

A school uniform should reflect school community standards and expectations. It should be developed in consultation with and agreed upon by the school community.

It is expected that all students will wear a school uniform the Principal has 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.

Uniform Pool

Berry PS Uniform Pool is open on Mondays from 3.00 to 3.30 pm. The Uniform Pool is run by volunteer parents. Thank You to those parents, from the school community. 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.

Order forms for new uniforms may be obtained from the school office. When completed, order forms may be left at the school office with the correct money or a 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

- 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

- 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

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

SPECIAL OCCASION SHIRTS

Year 6 students of 2002 donated 80 very Special Occasion Shirts to the school. These shirts are worn by students at events such as - Choir performances, Public Speaking, Courthouse Poetry Reading, Eisteddfod performances, etc.

Information For Parent's About Attendance

Is regular attendance important?	<p>YES - from the first day of school. It has been shown that irregular attendance in the Primary years often leads to the development of poor attendance at high school.</p> <p>Students who miss the basic skills in their early years at school often experience difficulties later.</p>
Must I send my child to school every day?	<p>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.</p> <p>A child must be in school every day that the school is open, unless the child -</p> <ul style="list-style-type: none">• 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. <p>Wherever possible, dental and medical appointments should be made out of school hours.</p>
Must I notify the school if my child has been away from school?	<p>YES - you must notify the school, in writing, whenever your child is absent. This note is to be provided for part or full day absences and sent with your child on return to school. The note should contain the name of your child, the dates absent, the reason for the absence and be signed by a parent or guardian.</p> <p>If the absence is going to be more than three days, could you please contact the school and inform them, and then follow this up with a note on the day your child returns to school.</p> <p>In the event of frequent absences and/or unexplained absences, the school may ask the Home School Liaison Officer for assistance.</p>
Should I notify the school if my child refuses to go to school?	<p>YES - you should contact the Principal and seek assistance as a matter of urgency.</p>
What kind of assistance is available?	<p>The Home School Liaison Program is a supportive resource to students, parents and schools. It aims to ensure the full participation of all students in education.</p> <p>Contact names and telephone numbers can be obtained from our school office.</p>

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 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	is responsible for the overall organisation, supervision and management of the school.
Assistant Principals	are responsible for the welfare of the students in their Stages. 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, Human Society and Its Environment, 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	<p>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.</p> <p>The school will not refer your child to the counsellor without your permission</p>

Parents who wish to discuss any issue with the above school staff are able to do so by appointment, through the school office.

Parent and Community Groups

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

This is a vital group operating in our school, and the key consultative body, where parents have input into many areas. Meetings are held twice a term on Tuesday evenings from 6.30 p.m., in the School Library. Meeting dates are advertised in our Bulletin.

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. The procedure for ordering lunch is -

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, or accompany, our Bulletin.

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

Please see the section about uniforms on pages 11 & 12.

Fundraising Committee

Members of this committee organise numerous events to raise money, which is used to buy extra resources for our school.

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.

Ensemble	Students from Years 1 - 6 can join the school ensemble which practices once per week during lunchtimes. Participation does incur a yearly fee. The band & ensemble performs both in and outside the school.
Band	Students from Years 3 - 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.
Choirs	<p>Senior and Junior choirs operate at our school.</p> <p>The Junior Choir performs annually at the Shoalhaven Music Festival in Nowra.</p> <p>The Senior Choir performs annually at the Southern Illawarra Music Festival.</p>
Gymnastics	A trained Gymnastics Instructor conducts this program at a small cost per lesson. All students participate in the program for three terms a year.
Plant Propagation	Plant Propagation is a superb environmental enrichment program for Stage 2 students, conducted by retired teacher volunteers.
Tennis	Students may pay to receive lunch time and recess skills training from a qualified coach.
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.
Paint Pot	We have a comprehensive Visual Arts program, a unique initiative of our school, which students attend for up to 2 hours a week.
Special Programs	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, University of N.S.W. Competitions, Uni Australia Competition, Premier's Spelling Bee and Public Speaking Competition.
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 Musicale. • Berry R.S.L. Branch, by participating in the ANZAC Day March and conducting our own School Service. • Berry Branch of the C.W.A., with Year 5 annual presentations at International Day. • Berry Men's Shed, creating and building facilities for the school. • Rotary - Public Speaking finalists present their speeches.

School Services

Mobile Phones

Some students need a mobile phone to contact their parents after school. Mobile phones are not to be used to make calls, send SMS, take pictures during the school day. Phones are to be handed in at the front office when the student arrives at school and may be collected at the end of the school day.

Messages for Students

Parents are reminded that, **IN EMERGENCIES ONLY**, when students' going home arrangements are altered because of illness, car breakdowns, or such, telephone messages for students will be taken. Please keep these calls to a minimum, as our office staff have many areas of responsibility.

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 within the Canteen area.

Book Clubs

Book Club Order Forms are issued approximately twice each 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.

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

Ethics - Yr1 - 4

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.

School Dental Clinic	This operates in Lawrence Ave, Nowra and provides free dental care for students under 18 years of age in the Shoalhaven area - Central intake number 1300 369 651 - open 8.30 a.m. to 4.00 p.m. Monday to Friday.
Sick Students	<p>Please do not send sick students to school.</p> <p>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 cannot be contacted, we will seek medical attention for the student, unless parents direct us not to at the time of enrolment.</p>
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 , e.g., peanut free canteen and individual programs.
Immunisation	<p>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.</p> <p>Proof of immunisation is required when enrolling students who commenced Kindergarten in 1994 or later. 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.</p>
Administration of Medicines to Students	<p>When a parent or guardian seeks the enrolment, or continued enrolment, of a student with a medical condition requiring the administration of prescribed medication, there is a set procedure which must be followed.</p> <p>This involves receiving letters from medical practitioners, the signing of indemnity forms by parents, a set procedure for administration and the voluntary co-operation of school staff in administering the medication.</p> <p>If the school agrees to administer medication, the following procedure must be adhered to -</p> <ol style="list-style-type: none"> 1. Quantities on a daily basis only, or special containers for weekly administration, are to be sent to the school office - not the student's classroom. 2. Containers must be clearly marked with the student's name, class, details of the medication and dosage. 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 by the School Administrative Staff to facilitate school routines. 5. The student's teacher needs to be informed so that s/he can ensure that point 4 is carried out.

Information Regarding Immunisation Certificate

Parents are reminded of the need to ensure that their child is fully immunised before their child starts school.

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

In an effort to improve childhood immunisation rates, the N.S.W. Government has amended the Public Health Act, 1991. The Public Health (Amendment) Act, 1992, requires parents to provide documented evidence of the immunisation status of all children enrolling in schools, pre-schools and child-care centres from 1994.

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. However, in the advent of an outbreak of a vaccine-preventable disease, unimmunised children will be required to remain at home for the duration of the outbreak.

Under the Public Health (Amendment) Act, 1992, school Principals must request that parents provide the school with an Immunisation Certificate on enrolment.

Principals must be able to identify the unimmunised children in order that they can be excluded in disease outbreaks.

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

Schools must forward the Certificate when a child transfers to another school.

Secondary schools must retain the Immunisation Certificate for 2 years from the date of completion of secondary education.

To be completely immunised (i.e., an Immunisation Certificate to be issued) parents should ensure that their child has received four doses of Triple Antigen, one dose of CDT vaccine, four doses of polio vaccine, one dose of measles vaccine. Since July, 1989, measles/mumps/rubella vaccine has been used.

An Immunisation Certificate can only be issued by the following health professions:

- ☒ Doctor (General Practitioner)
- ☒ Senior Health Survey of the Local Council
- ☒ Medical Officer of Health of the local Public Health Unit

Today's Child at School – A Parent's Guide

Following are extracts from an article by Barry Dwyer, published by the Primary English Teaching Association. This article will assist you to help your child at Primary and Secondary school.

Parents – The First Teachers

Parents are the child's first teachers – and the most important ones. In those few years before school begins, tremendous learning and growth occurs at home. Language is acquired along with a variety of other basic skills in relating to people and in coping with the world generally.

Every child enters school on the very first day with attitudes to self and to learning that will at least partly determine the success or otherwise of future classroom programs.

Parents are vitally significant. They provide the foundations on which other teachers build. Their importance continues right through the school years.

What Do We Know About Learning?

Since schools exist to help children learn, it is important for us all to be aware of the conditions under which effective learning is most likely to occur. Again, the experiences of observant parents support those of observant teachers, who know that children are most likely to learn when they:

- really want to know something;
- feel safe;
- feel confident because they have experienced success;
- are mature enough to master the task;
- are given a task which is interesting and makes sense;
- are challenged;
- can observe others and learn by imitating them;
- have room to move, to try new ideas, to make mistakes;
- are active and involved – making discoveries, solving problems, explaining to others what they are doing;
- practise;
- have parents and teachers who expect them to succeed.

Talking and Listening

- Accept the basic truth that language is at the heart of learning and that children become competent in language if they are encouraged to use it by caring adults who share good times with them.
- Encourage your children to talk about experiences they have had during the day. Express interest, ask questions, share stories of your own experiences.
- Show them how to use language appropriate to –

answering a telephone	greeting adults
introducing a friend	delivering a message
giving a compliment	expressing thanks
making a purchase.	
- Regularly tell stories and jokes, and encourage your children to do the same.
- Be prepared to set aside time, when both you and the children are relaxed, for just talking together.

- Writing**
- Let the children see you write - letters, shopping lists, short messages and so on. If they never see people write at home, children can get the message that writing only happens at school.
 - Encourage them to write - letters to friends and relatives, thank-you notes, get well messages.
 - Have writing displayed in the home - reminders (Don't forget it's Mum's birthday tomorrow!), lists of things to do, messages of congratulation, postcards from friends on holiday.
 - Have a kitchen noticeboard or attractive magnets on the fridge door.
 - Provide a quiet place where your children can write.
 - Give them presents associated with writing - different types of pens and pencils, paper of different shapes and colours, a desk lamp, a diary, a dictionary, erasers, a bottle of "white-out".
 - Encourage the habit of diary-keeping, remembering to respect the privacy of the writer.
 - Be an interested listener and reader. Talk over ideas for writing, encourage the reading aloud of early drafts, read the finished product with enthusiasm.
 - Praise writing done at school. Pay more attention to what the children are writing about than to the spelling and punctuation.
 - Show them how to write to commercial firms and government departments for information, and how to write polite letters of complaint or support to TV channels, newspapers and other organisations

- Reading**
- Read to your children as often as you can. This is one of the best ways of developing lifelong positive attitudes to reading and understanding print.
 - Encourage beginning readers to "read" signs, posters, etc. At this early stage, explain how print works by pointing to words as you read them aloud, show the left-to-right movement, the purpose of illustrations, the progression page by page, the cover and title - all in a happy, playful way.
 - Praise every effort in reading, especially if confidence is low. Don't compare a child's performance with that of other children, relatives or friends.
 - Give books as presents and show children how to care for them.

- Mathematics**
- Remember that you have a major influence on your children's attitude to mathematics. Comments such as, "No one in this family is much good at Maths" or "Well, you're a girl and they're better at English", set up tremendous barriers to learning.
 - Encourage your children to make use of maths in everyday family activities; weighing and measuring, shopping, playing games which involve keeping scores, calculating journey times, and so on.
 - When helping with mathematical problems, demonstrate where possible by using solid objects - buttons, sticks, pieces of string and the like. It is much easier to understand fractions, for example, if the concept is developed with pieces of paper which can be folded or torn and compared before the child starts manipulating figures.
 - Again, when helping, show the importance of **estimating** - that is, coming up with a "rough answer" before doing the actual calculation. This ability to see the "reasonableness" of an answer is one that has to be developed and is particularly relevant when a calculator is used.

Information For Parents of Kindergarten Children

The First Day On the first day of school, 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.

Sending a familiar book or toy with your child on the first day is often a good idea.

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 the first few weeks.

Items Needed at School

- A handkerchief or Kleenex tissue.
- A box of tissues for class use, at the beginning of each term.
- A bag suitable to carry a Library book. Kindergarten children commence individual borrowing from the school's Library early in Term One.
- Labelled lunchbox and drink bottle

How to Help Your Child Start School

- Teach your child to dress themselves, e.g., putting on a jumper, raincoat, 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 both playlunch and lunch.
- Your child is to be dressed in school uniform. Please see the specific section for current uniform particulars.
- 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.

Build Resilience with these 3 questions

1. What was the best part of your day?
2. What did you enjoy?
3. What did you do well?

Useful Information Re Common Illness

DISEASE	SYMPTOMS and SIGNS	ISOLATION or EXCLUSION
Acute Conjunctivitis	Redness of white part of the eye and inside the lids, with discharge which may be watery, mucus or pus.	Students should be excluded from school until all discharge has ceased.
Chicken Pox	Few symptoms. Usually only a slight upset. Small raised rose-pink spots may appear in successive crops on scalp, face, trunk, arms, legs and inside the mouth. Spots followed by small blisters.	Exclusion from school necessary for 5 days after the first spots appear and until the blisters have all scabbed over.
Measles	Fever with sneezing, running from nose and redness and watering of eyes. Dry cough, frequently present during first few days. Rash appears 4 days after early symptoms. Red spots and blotches on forehead and face can spread downwards towards feet.	Isolate immediately. Exclusion from school is necessary for at least 4 days from appearance of rash.
Mumps	General upset for 1 or more days. May be pain or soreness in jaw and neck. Salivary glands in neck and angle of jaw then begin to swell. Swelling and tenderness just below and in front of one or both ears, extending later to cheek and down neck behind angle of jaw.	Isolate immediately from those who have not had mumps. Exclusion from school necessary for 7 days from the onset of the swelling.
Rubella (German Measles)	Usually begins with headache, slight sore throat, runny nose and fever. Small pink spots appear first on face, then arms and body and to a less extent, the legs. Enlarged glands in back of neck and behind ears.	Exclude the patient from school for at least 7 days from the appearance of the rash or until a medical certificate of recovery is produced.
Herpes Labialis (Cold Sores)	Cold sores are blisters which occur on the lips and around the mouth and nose. The blisters contain a virus and are transferred by contact with the affected person or his/her handkerchiefs & towels.	The student should be excluded from school until the area is healed.
Impetigo (Scabby Sores or School Sores)	Commences as small red spots which quickly change to blisters. The sores enlarge and become pus-filled and crusted. When the scab falls off a small temporary scar remains. The face and hands are most usually affected but other parts of the body may be affected, particularly the scalp. Tenderness and swelling of the lymph glands in the groin, armpit or neck may occur.	Doctor should be consulted. If parents have ensured the sores have been effectively covered by a clean dressing that will stay in position throughout the school day, students are allowed to return to school. If not covered and sores are on exposed surfaces such as scalp, hands or legs, exclusion is necessary. After 24hrs of antibiotics, students may return to school.
Pediculosis (Head Lice)	Itchy scalp, white specks stuck near the base of the hairs, lice may be found on the scalp.	As long as headlice management is assured and ongoing management is guaranteed, the student is not excluded.
Ringworm	Small scaly patch on the skin, surrounded by a pink ring.	Students with ringworm are required to stay away from school until fungal treatment has begun.
Whooping Cough (Pertussis)	Starts with runny nose, followed by persistent cough that comes in bouts. Bouts may be followed by vomiting and a whooping sound as the child gasps for air.	Student is excluded from school until the first 5 days of a special antibiotic have been taken. Unimmunised contacts may be excluded from school.
Slapped Cheek	Mild illness; fever, red cheeks, itchy lace-like rash and possibly cough, sore throat or runny nose. Can cause foetal disease in pregnant women.	Students are most infectious before the rash appears.

Berry Public School's Homework Policy

Homework is strongly encouraged at our school. Homework is given from Kindergarten to Year 6.

Rationale The purpose of homework, like school, is learning. Homework is important for students of all ages, as it helps them build on what they have already learnt in the classroom, and/or prepare them for the next stage in their learning.

Homework helps to strengthen home and school links. It should be seen by teachers, students, parents and caregivers as a vital part of the home-school partnership which supports young people while they learn. It shows clearly to the parents what work is being done in class.

The setting of homework is not for ranking purposes. Homework is to demonstrate the student's capacity to complete the task in a given time frame. The aim of homework is to develop independence in learning and develop students' responsibility for their own learning.

Responsibilities **The role of the teacher is to -**

- inform parents at the beginning of the year/term of homework requirements. An information sheet is to be issued to parents indicating routines, and possible time requirements;
- send home a written information sheet explaining the content, outcomes and the time requirement of the assignment, if a variation to normal homework is given;
- ensure homework is related to the work being done at school;
- set homework which allows students to demonstrate what they are capable of, and which may challenge some to progress;
- give students sufficient time for the completion of tasks;
- communicate with parents about areas of concern related to homework;
- mark homework when handed in on time.
- keep records of homework completion.

The task of the student is to -

- complete homework in a given time frame;
- take responsibility for their homework, supported by their parents or caregivers;
- seek assistance when difficulties arise well before due date.

Parents and caregivers can help by -

- taking an active interest in homework;
- supporting their child in completing homework;
- providing, if possible, a designated place and desk for homework study;
- assisting teachers to monitor homework;
- communicating with teachers about any concerns with homework or their child's approach to homework;
- encouraging their child to organise their homework time to ensure quality homework is achieved within given time frames;
- acknowledge return proforma slip for the child not completing homework.

Homework Guidelines

- Homework provides real opportunities for students to learn at home, assisted by their parents and caregivers.
- Parents can greatly assist their child's learning by talking with them about school and by becoming involved in their homework activities.
- Parents can help develop their child's reading by listening to the child read, giving praise and reading to their child.
- Virtually all everyday activities at home and in play provide opportunities for parents to help their children develop numeracy, problem solving abilities and a wide range of other knowledge and skills.
- As students progress through primary school, they will increasingly work independently on their homework.
- Most homework activities will be in the areas of English and Mathematics, but on occasions, students will also be given homework in other Key Learning Areas.
- Activities may include completion of work, additional formal book work and tasks, reading, research, observation and data collection, designing and making, and revising.
- A proforma sheet for not handed in on time homework will be sent home to parents after homework has not been completed and returned three times during a term. Parents are asked to sign and return the acknowledgement slip at the bottom of the proforma.
- Once the parent has been notified of incomplete homework, it is the parents' responsibility to follow up the homework.

Welfare Strategies

(Reviewed 2011)



Clarence Street

P.O Box 222

BERRY 2535

Telephone: 02 4464 1158

Facsimile: 02 4464 1664

Email: berry-p.school@det.nsw.edu.au

Website: www.berry-schools.nsw.edu.au

Email berry-p.school@det.nsw.edu.au

Table Of

Contents of Welfare Strategies (Blue Pages)

RATIONALE	32
OFFICIAL STATEMENT	
DISCIPLINE CODE	33
OUR SCHOOL RULES	
Rights and Responsibilities	
Classroom Rules	34
Strategies to promote Good Discipline and Effective Learning	
Rewards	
Strategies for dealing with Unacceptable Behaviour	35
Hierarchy of Consequences	
Bullying	36
ROLES WITHIN BERRY PUBLIC SCHOOL	39
RESPONSIBILITIES WITHIN BERRY PUBLIC SCHOOL	40
School Captains	
Student Council	
CODE OF CONDUCT	
Bus Travel	41
Bike Riding	42
Skateboards and scooters	
Walking	
Travelling on excursions, etc	
CHILD PROTECTION	43
Any Violent Act	
HEALTH AND SAFETY ISSUES	44
EVACUATION	
CRITICAL INCIDENTS	
THE COMPLAINTS PROCESS	45
ANTI-RACISM AND GRIEVANCE PROCEDURES	
SUPPORT SERVICES AND PROGRAMS	46
APPENDICES	
Detention - First Notice	47
Detention - Second Notice	48
Detention - Third Notice	49
Detention - Fourth Notice	50
Behaviour Management Plan	51
SITE MAP	52

Welfare Strategies

Rationale

Berry Public School's Welfare Strategies are based on the requirements set by the Minister for Education and the N.S.W. Department of School Education and encompass the following tenets:

“Parents are responsible for ensuring their children attend school.

They share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour.

They assume greater responsibility for their children's behaviour as their children travel to and from school.

Teachers are responsible for the education and care of their students when at school.

Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student.

They are also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.

The school is not itself responsible for, or equipped to develop socially acceptable behaviour by students.

This is the shared responsibility of parents and students in partnership with teachers.”

*Good Discipline and Effective Learning,
A Ministerial Statement by the Hon. John Aquilina, M.P,
Minister for Education and Training.
December, 1995.*

Official Statement

Extracts from Good Discipline and Effective Learning, December, 1995.

“The Public Schools of N.S.W. exist to provide a first class education for all young people.

When parents enrol their children at public schools, they enter into a partnership with the school staff.

Each member of the school's community, students, staff and parents, has rights and responsibilities.

Each student's right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom, free from disruption. Students have the right to be safe and happy at school. They have the right to be treated fairly and with dignity.

The same applies to teachers, who on occasions, are subjected to levels of harassment which would not be tolerated in any other workplace.

The following are requirements of all New South Wales schools:

- sustained application to learning;
- respect for other individuals and their property;
- courtesy to other students, to teachers and to community members;
- due respect for teachers;
- no violence, discrimination, harassment, bullying or intimidation of people and animals;
- no weapons;
- no illegal drugs, alcohol or tobacco;
- peaceful resolution of conflict;
- adherence to the standards of dress as determined by the school community;
- compliance with all school rules and the school's Discipline Code;
- acceptance by parents and caregivers of the shared responsibility for student discipline;
- the right of students to expect courtesy, fairness, respect and excellence in teaching.”

Discipline code

A Discipline Code has been formulated at Berry Public School to cover student behaviour, both inside and outside the classroom.

Self discipline is the highest goal.

Punishment alone is ineffective in establishing the behaviour and attitudes which parents, teachers and students value. Alone, punishment will not develop self-discipline and mutual respect.

Praise and reward lead to more positive outcomes in behaviour.

Our Core Principles

Always be in the right place at the right time.
Respect the school image and reputation by wearing your uniform with pride and proudly representing the school.
Do as requested the first time.
Care for and respect other students, teachers, visitors and their property.
Be a positive role model. Make a difference.
Be honest and trustworthy.

Our School Rules

I must allow others to learn without interference and develop responsibility for my own learning.

I must act and play safely in the classroom, playground and while travelling to and from school, allowing others to act and play safely.

I must obey requests from teachers and others in positions of authority and show respect for other people, their opinions, beliefs and personal property.

I must help keep my school environment clean, pleasant and tidy.

I must strive to represent my school in a positive manner by wearing school uniform and by behaving appropriately while on excursions or participating in or attending sporting and other activities.

Rights and Responsibilities

At Berry Public School, every person, whether student, parent, voluntary worker, staff member or visitor, has the following rights and responsibilities -

RIGHT	RESPONSIBILITY	SCHOOL RULE
To learn and to teach.	To put maximum effort into learning and teaching. To allow others to learn or teach without interference. To complete classwork and homework to the best of my ability.	I must allow others to learn without interference and develop responsibility for my own learning.
To be happy and safe.	To act safely and with consideration for all, including travel to and from school.	I must act and play safely in the classroom, playground and while travelling to and from school, allowing others to act and play safely.
To be respected and have my belongings respected.	To respect others, their opinions, beliefs and personal property.	I must obey requests from teachers and others in positions of authority and show respect for other people, their opinions, beliefs and personal property.
To have a clean and tidy school.	To keep my school clean and tidy.	I must help keep my school environment clean, pleasant and tidy.
To expect the local community to support, respect and have pride in my school.	To behave at all times so that the community will respect my school.	I must strive to represent my school in a positive manner by wearing school uniform, and by behaving appropriately while on excursions or participating in or attending sporting and other activities.

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 and special school activities.
- Privileges, e.g., free time, choice of activities.
- Points system.
- Recognition via media involvement, e.g., newsletter, newspaper.
- Ongoing regular contact with parents, e.g., letters, telephone.
- Classroom certificates.
- Personal pride and increased self-esteem in displaying acceptable behaviour.
- Berry Way Student Award, presented at fortnightly Assembly.
- Chance 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.

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.

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.

Anti Bullying Plan

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

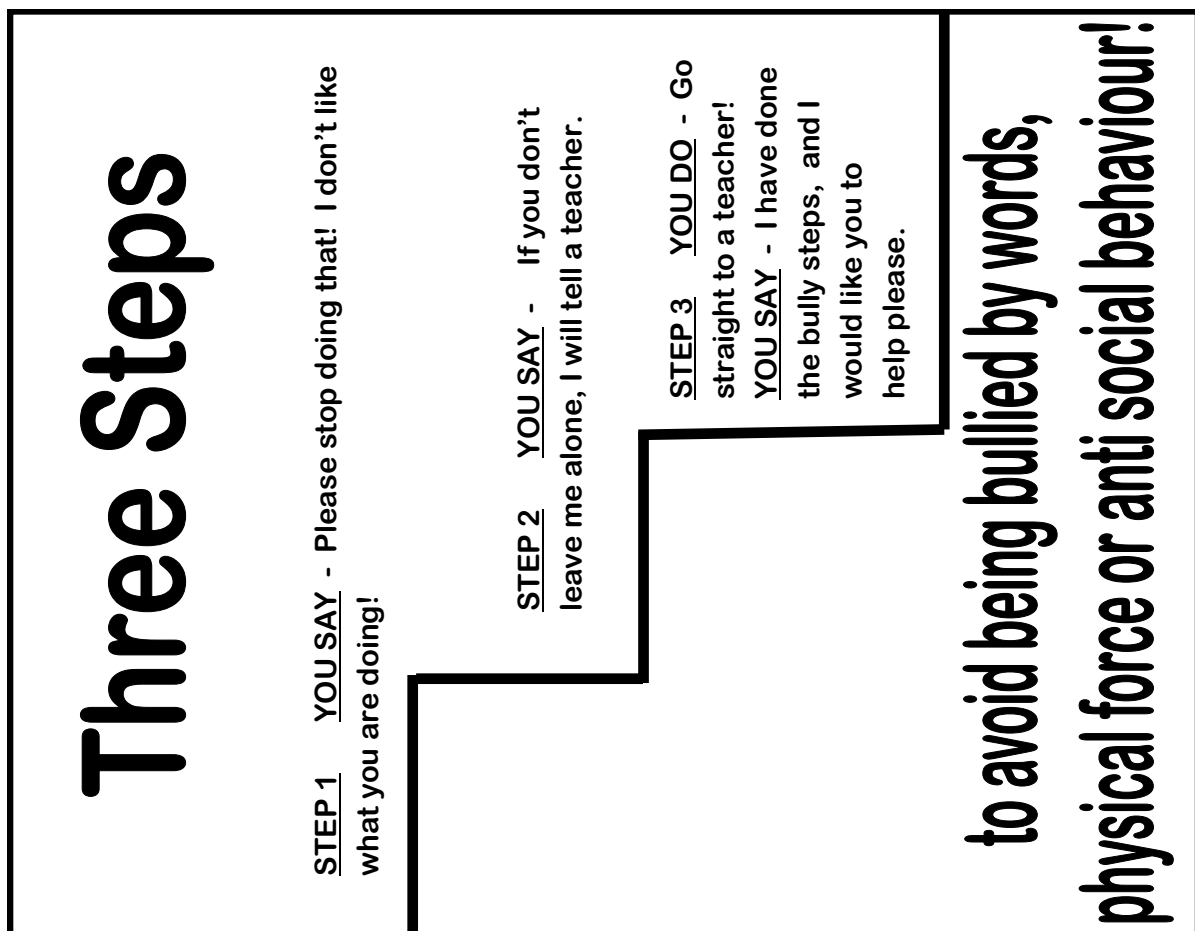
Berry Public School will not tolerate bullying in any form, including verbal, physical, social and psychological. All stakeholders have a responsibility to report and assist with the identification and elimination of this type of behaviour.

There must be a link between the home and school. If parents have a concern regarding bullying, it is their obligation to report this to the Principal, if they feel it cannot be solved by normal classroom co-operation with the teacher.

At the beginning of each term, during classroom discussion of the Student Welfare Policy, students are informed of their rights and responsibilities with regard to student behaviour, including bullying. Students are instructed in ways to avoid being teased or bullied. The "Three Steps" process is part of a class program and a routine within the school.

Bullying needs strategies based on a whole school approach to the problem and the foundations of an effective school-wide plan, drawing on the principles of positive behaviour support. The welfare strategies outlined in this booklet are based on this philosophy and are the main means of overcoming bullying, and create positive attitudes to behaviour.

However, students are trained in the "Three Steps" approach as outlined below to overcome specific examples of bullying. The School Counsellor takes classes or small groups when the situation requires, and students may access a complaints box in the Principal's office to express their views/concerns.



You can control what happens by following the plan below:

If you are being bullied or harassed at school...

- take a deep breath,
- look directly into the eyes of the person attempting to bully you,
- STEP 1: 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 done the bully steps and I would like you to help me please."

If you witness bullying behaviour always challenge/report it.

Any further incidents of bullying or threatening behaviour by the same person may result in him/her ...

- sitting in the time-out area in the playground or classroom
- being on detention to reflect on and acknowledge behaviour
- having parents contacted by the school and informed of the bullying behaviour
- being referred to the Learning Support Team

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

Students/You can control what happens by ...

- following the plan,
- not retaliating physically or verbally reporting to an older person
- follow the school rules and respect the school values
- use information and communication technologies responsibly

Parents/You can control what happens by ...

- watching for signs of distress in your child
- listening to your child
- giving assurance and support
- recommending child follows the plan
- advising your child to tell a staff member
- informing your child's class teacher of suspected bullying
- attending interviews at school
- Be aware of and monitor your child's use of information and communication technologies

Early intervention is best.

Staff/You can:

- be role models in words and actions
- maintain a positive climate of respectful relationships where bullying is less likely to occur
- be observant of signs of distress or suspected incidents of bullying
- encourage students to ask for help when needed
- **report bullying through school processes in a timely manner**

Remember ...it's up to you!

Take control of the situation.



Feeling Safe and Valued
at

Berry Public School

Our school community is

committed to providing a safe

and secure environment

promoting personal growth

and excellence by

developing confidence and

self esteem.

PO Box 222
Clarence St
Berry NSW 2535

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

BULLYING

Bullying is repeated verbal, physical, social or psychological behaviour (including through use of information and communication technologies), that is harmful and involves the misuse of power by an individual or group towards one or more persons.

For example, bullying occurs when a person is repeatedly...

- called names;
- threatened;
- put-down;
- teased in an unkind way;
- ridiculed;
- having property hidden, damaged, stolen or destroyed;
- physically hurt;
- having graffiti written about him or her;
- left out;
- sent hurtful notes;
- sent hurtful electronic messages;
- singled out for unfair treatment;
- picked on;
- having rumours spread about him or her.

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.

POSSIBLE SIGNS AND SYMPTOMS OF BEING BULLIED

There is no particular pattern. A victim may ...

- have unexplained cuts and bruises;
- have equipment or personal items hidden, damaged, stolen or destroyed;
- complain of vague headaches, stomach aches or feeling sick; wet the bed, bite nails, have poor sleep patterns and bad dreams;
- exhibit unusual emotional outbursts or mood swings;
- withdraw from friends or family; appear anxious, insecure, sad, teary, depressed, secretive;
- have low self esteem;
- display an unwillingness to go to school;
- sit alone in class or be alone in the playground;
- change friendship groups frequently;
- come home hungry (because lunch money or food has been taken); want extra money without giving a reason; and/or
- show deterioration in school work avoid participating.

At *Berry Public School* we support students through...

- encouraging students to employ strategies taught at school
- creating positive classroom environments
- consistently rewarding positive behaviour and effort
- classroom-based Personal Development Programs
- the Child Protection Program
- the Drug Education Program
- the Life Education Program
- having Buddy Classes
- an active SRC
- regular class meetings
- developing positive Student Leadership roles
- an active Learning Support Team
- programs for gifted and talented students
- an active P & C
- encouraging parent participation and communication

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.

Any Violent Act		
RACIAL, SEXUAL, BULLYING & VERBAL HARASSMENT	PHYSICAL – TRIPPING AND PUSHING	PHYSICAL – FIGHTING, THROWING OBJECTS OR RE- PEATED OTHER VIOLENT ACTS
<p>Communication to parents</p> <p>Possible suspension as per NSW Department of Education and Communities guidelines.</p>	<p>Accident - Back on play-ground with reminder.</p> <p>Deliberate with intent - Time out from activity (if less serious). or detention or possible suspension as per NSW Department of Education and Communities guidelines.</p>	<p>Investigation by Assistant Principal</p> <p><u>Less Serious Offences</u> Detention. Communication to parents.</p> <p><u>Serious Offences</u> Suspension as per NSW Department of Education and Communities guidelines.</p>
VANDALISM		BRINGING WEAPONS TO SCHOOL
<p>Detention</p> <p>Principal contacts police, if applicable.</p> <p>Parents billed for damage or child repairs damage.</p> <p>Possible suspension as per NSW Department of Education and Communities guidelines.</p>	<p><i>In all instances, the welfare of students, staff, volunteers and visitors is attended to before consequences are implemented.</i></p>	<p>Removal of weapon by staff.</p> <p>Immediate contacting of parents and police by Principal.</p> <p>Suspension NSW Department of Education and Communities guidelines.</p> <p>Follow up meeting between Principal, parents and student as per NSW Department of Education and Communities guidelines.</p>
PROHIBITED SUBSTANCES	CRUELTY TO ANIMALS	PHYSICAL OR VERBAL HARASSMENT OF STAFF, VOLUNTEERS OR VISITORS
<p>Principal contacts parents and police if substance is thought to be illicit.</p> <p>Detention or suspension as per NSW Department of Education and Communities guidelines.</p>	<p>Welfare of animal attended to.</p> <p>Investigation by Assistant Principal or Principal.</p> <p>If serious, suspension as per DET guidelines.</p> <p>Follow up meeting between Principal, parents and student as per NSW Department of Education and Communities guidelines.</p>	<p>Investigation by Assistant Principal.</p> <p><u>Less Serious Offences (e.g. rudeness)</u></p> <p>Detention</p> <p><u>Serious Offences (e.g. swearing at teacher)</u></p> <p>Suspension as per NSW Department of Education and Communities guidelines.</p>

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:

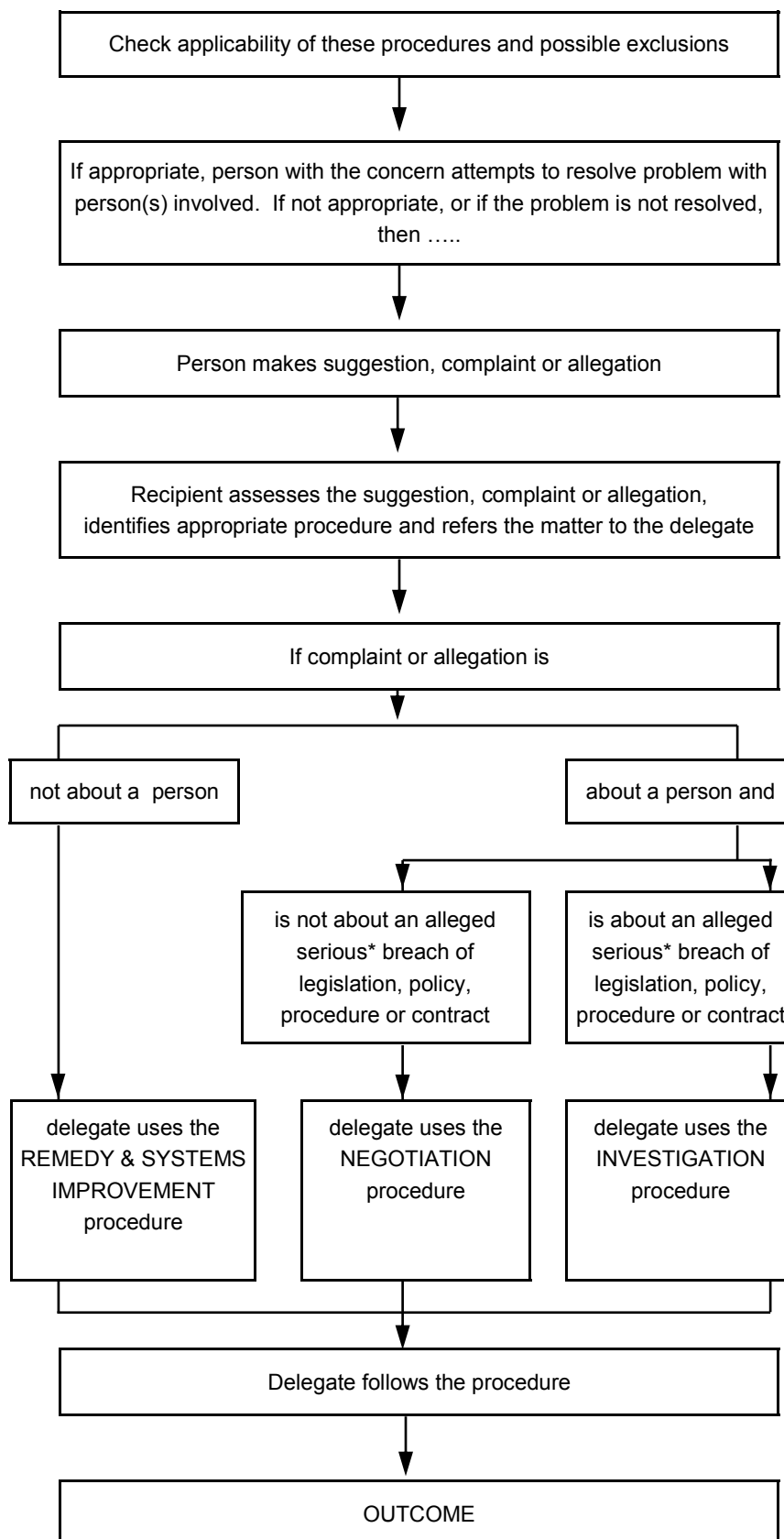
- serious injury or sudden death(s) of a student, staff member, or member of the community;
- severe assault;
- kidnapping;
- natural disaster, etc.

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

An Overview of the Procedures



* "Serious breach" is defined as of a nature which, if proven, would have a reasonable prospect of leading to criminal or disciplinary action.

Anti-Racism and Grievance Procedures

The Principal is the Grievance Officer and must follow the guidelines in *Anti-Racism Policy Statement and Grievance Procedures* and *Conflict Resolution - A Resource for Enhancing Happy and Safe Schools*.

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	
Family Crisis Service	(02) 4422 1555
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)	13 2055
Sexual Assault Centre - Links House - 24 hours	(02) 4423 9211
Shoalhaven District Memorial Hospital	(02) 4421 3111
Social Worker	
Speech Therapist	
Shoalhaven Family Support Service	(02) 4421 5499
Youth Health Service (Crossroads)	(02) 4423 1784
Kids Cottage - 1/14 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 any upcoming external activity.

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.

Regards

Assistant Principal

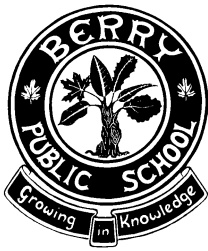
✂ - - - - -

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.

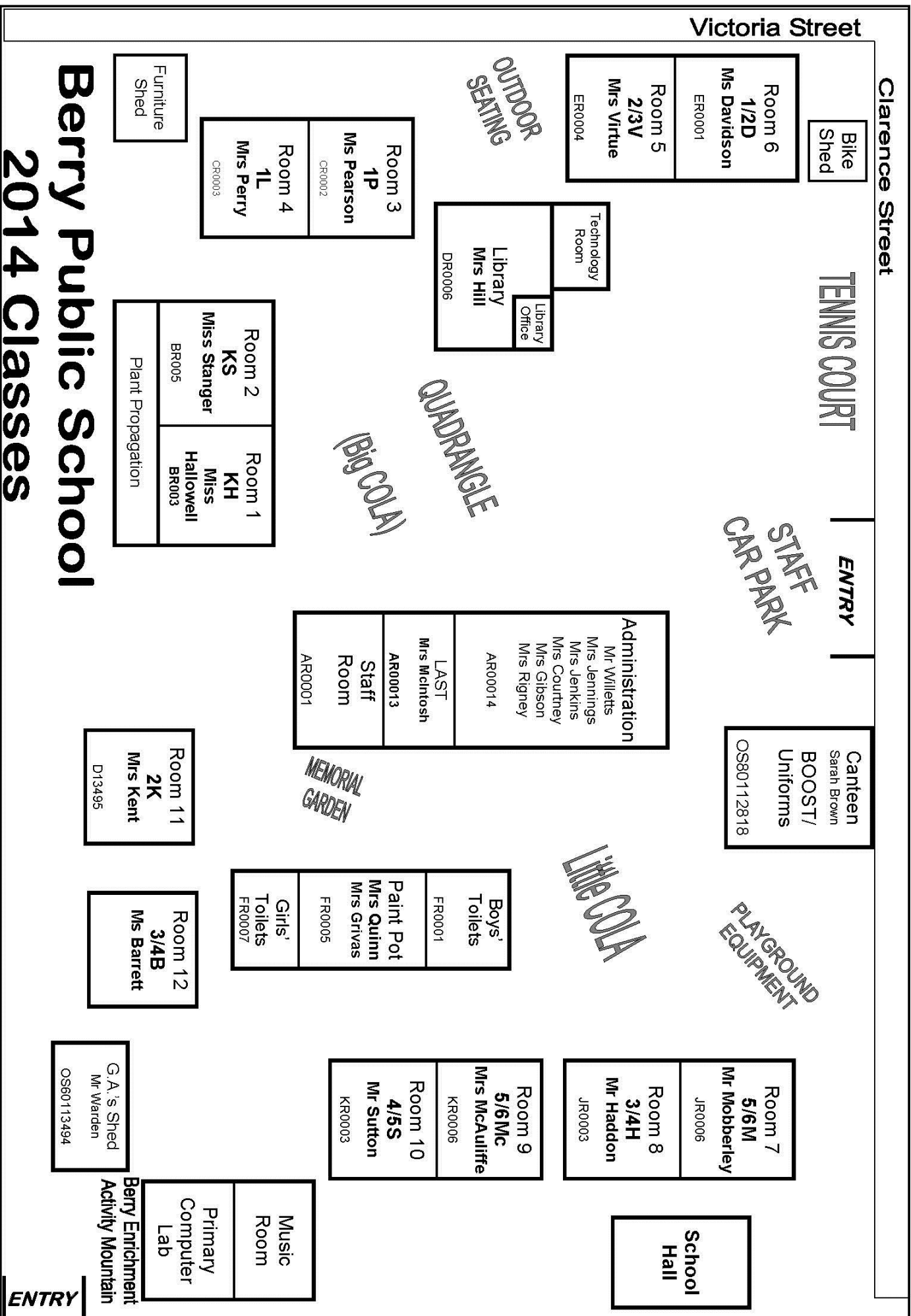
Yours sincerely,

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.