



Berinba Public School



Caring, sharing and achieving in a supportive environment



School pledge

***In our hands lies the future
Of this great land
If we all work together
Doing our best for the common good
There's no limit to what we can achieve***



School song

Tune: "Dominique"

When it's time for work or play
We'll always be there with a will
to win, yet be good sports
If it's down that we must go
Then everyone will know that
we'll be back to try again
Yes, our spirit never dies
But always bounces back with vim
Though the chance be great or slim
When we're put against the rest
On a field or any test
Yes, Berinba is the best



School Routines

Pupil supervision

Children are cautioned against arriving at school before 8.35am or loitering after 3.20pm outside which times no teachers are on supervision duty. Playground supervision during recess, lunch and afternoon bus lines is undertaken by teachers on a roster basis. Eating lunch supervision is provided to ensure all pupils have sufficient opportunity to eat their lunches properly.

School Day times

Morning Session 9.00 – 11.00

Recess – 11.00 – 11.30

Middle Session 11.30 – 1.30

Lunch – 1.30 – 2.00

Afternoon Session 2.00 – 3.00



A word from the Principal

Welcome to Berinba Public School...

It is my great honour to welcome you to our wonderful school community.

At Berinba, our staff are focused on helping all our students to reach their full potential. We have the great opportunity as educators, to walk alongside our students and prepare them to become globally minded individuals who contribute proactively and positively to the world. At Berinba, we are passionate about education, and hope that as you explore our website, Facebook page, and newly introduced newsletter "The Berinba Broadcast – stories of the schoolyard" you gain a sense of the caring and child focused ethos we foster.

It is an immense privilege and honour, as Relieving Principal, to work with such dedicated students and staff. Everything we do at Berinba is underpinned by our school's motto of *Caring, Sharing and Achieving*. Values in which our whole school community is committed to and live by each day. We value positive partnerships between home and school and know that working together is one of the best ways to support student's engagement and participation at school. I encourage all parents and carers to take an active role in your child's learning journey. Primary school is a truly special time. Children are at the heart of all we do. Their social and emotional well-being are as important as their academic achievements.

I warmly invite you to visit our school, so that you too, can experience the laughter in the playground, the learning conversations happening in classrooms and the true magic that happens here at Berinba Public School each day.



Brendon Wright

Relieving Principal





Yass Valley Learning Community

Berinba Public School is a proud member of the **Yass Valley Learning Community**. A collaborative network of educational institutions in the Yass Valley region.

Our partnership comprises of Yass High School, Yass Public, Berinba, Bowning, Gunning, Murrumbateman, Wee Jasper, and Dalton Public Schools.

Our objective of this community is to ensure smooth transitions for students moving from primary to secondary education. By fostering strong connections among the schools, the initiative aims to create a unified educational pathway that emphasises continuity and confidence for students.

In addition to facilitating student transitions, the Yass Valley Learning Community provides joint learning and collaboration opportunities for students and targeted professional development for teachers.

This collaborative approach allows educators to share best practices and enhance their teaching strategies.

Overall, the Yass Valley Learning Community exemplifies a commitment to collaborative education, aiming to provide a cohesive and supportive learning environment for all students in the region.





Learning at our school

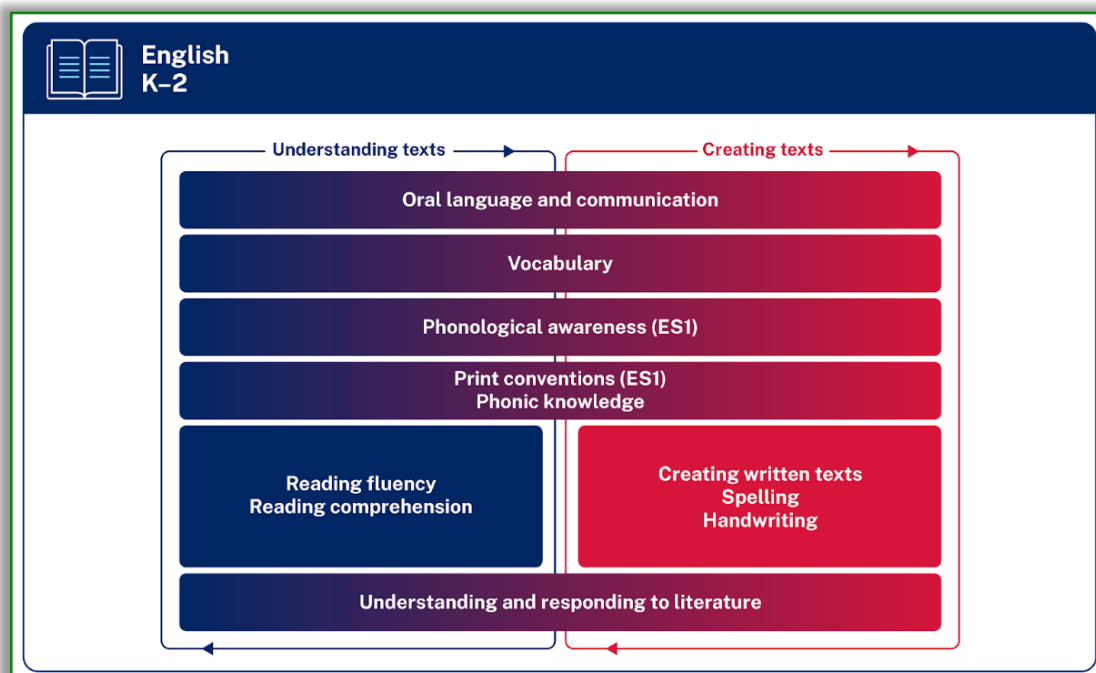
English

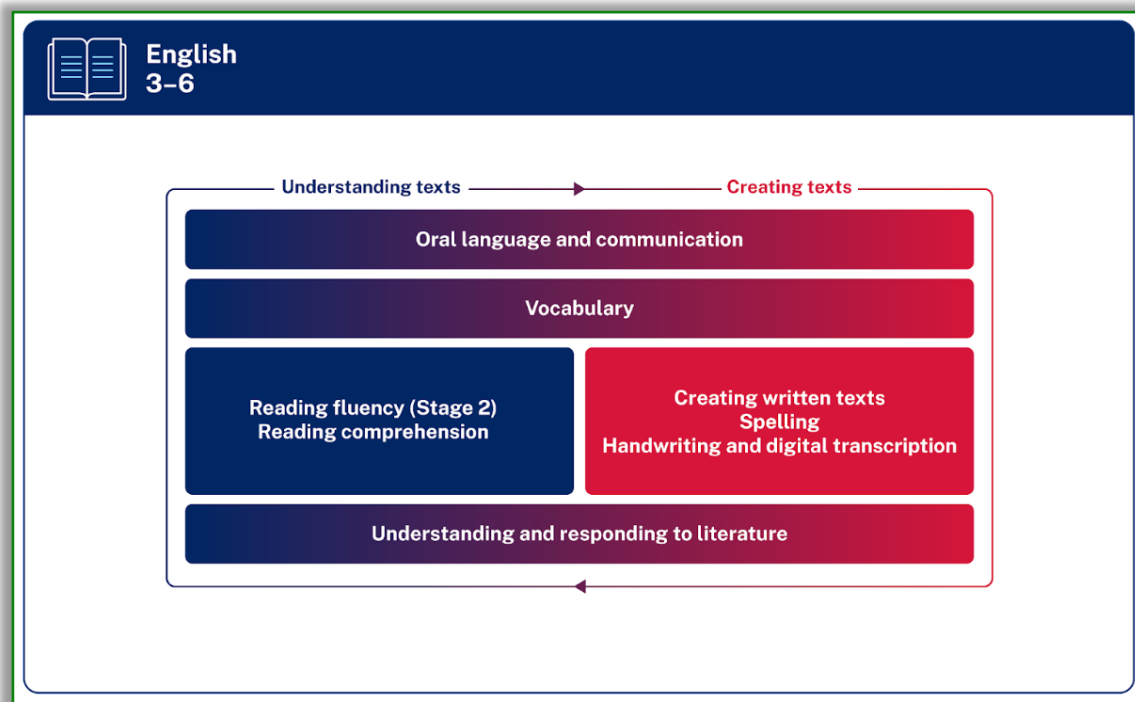
Students learn about the English language through written, spoken and visual texts of increasing complexity as they progress through their schooling.

An understanding of the English language is central to how we communicate and essential for intellectual, social and emotional development.

The study of English should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning. The organisation of outcomes and content for English K–10 highlights the role and connection that Understanding Texts and Creating Texts have across all areas of English. The organisation of outcomes and content reflects the essential knowledge, understanding and skills that students are expected to learn, including the study of a wide range of literature.

The knowledge, understanding and skills described in the outcomes and content of each focus area provide a basis for students to successfully progress to the next stage of learning. Focus areas should not be interpreted as hierarchical or time bound, as instructional priorities will be informed by learner needs.





Students learn about the English language through written, spoken and visual texts of increasing complexity as they progress through their schooling.

Understanding of the English language is central to how we effectively communicate and is essential for intellectual, social and emotional development.

The study of English should develop a love of quality literature ('Good fit' texts) and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

A strong start with Early Literacy Skills at Berinba Public School

At Berinba Public School, we are committed to ensuring our students have a strong start with strong foundations in literacy.

This begins in the early years of school (K-2), with an explicit focus on phonological awareness and phonics, together with oral language. We utilise the evidence-informed literacy program, Initialit to tailor learning for each students needs.

Continuing into 3-6 and Enriched Learning. Teachers use the same intentional teaching practices to continue students learning beyond year 2 to ensure a familiar, tailored and inclusive approach to teaching and learning programs.



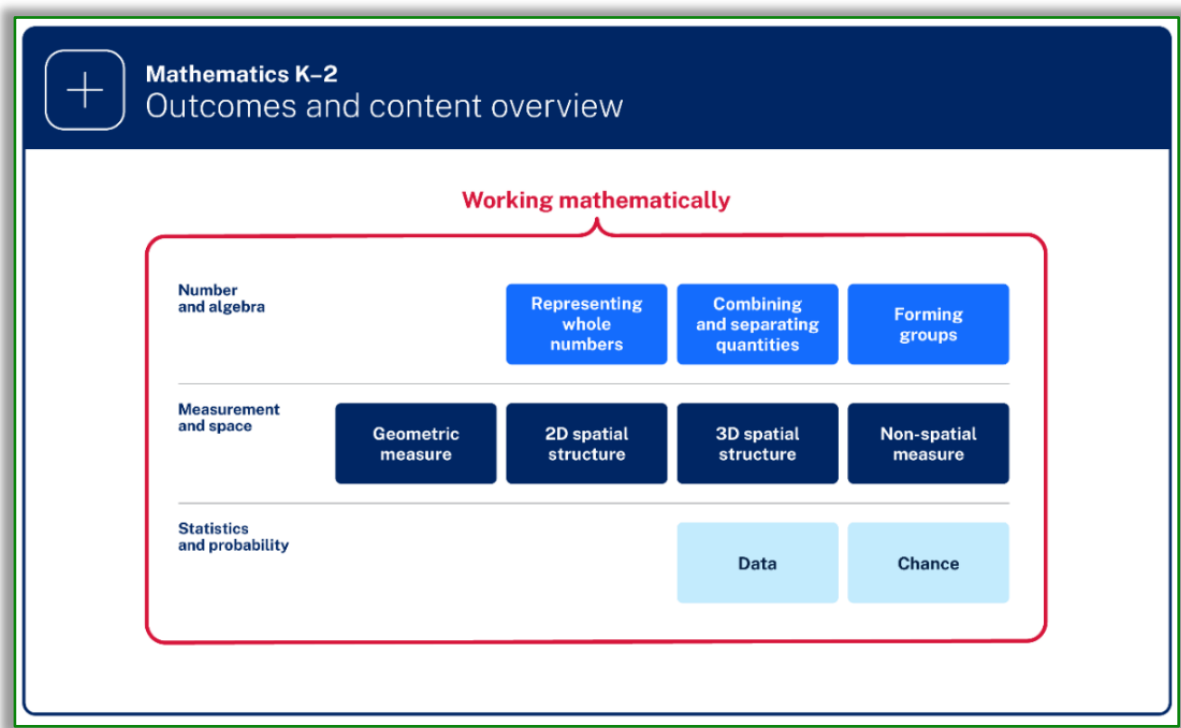
Mathematics

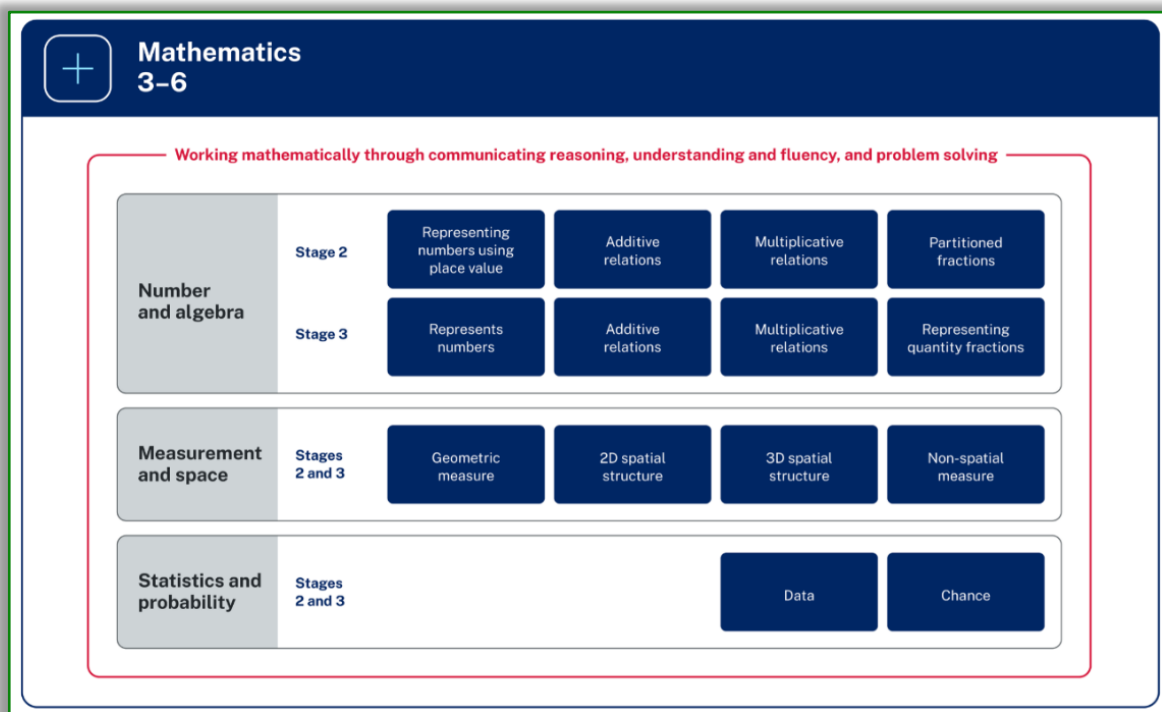
By studying mathematics, students learn to work mathematically – developing fluency, understanding, problem-solving, reasoning and communication skills.

The syllabus consists of the following strands:

- number and algebra
- measurement and geometry
- statistics and probability
-

Encompassing these three strands is the focus on Working Mathematically, developing fluency, understanding, problem-solving, reasoning and communication skills.





Many connections exist between the focus areas in mathematics. Skills and knowledge for focus areas often develop in an interrelated manner and can be addressed in parallel. Within the context of the syllabus, 'in parallel' means teaching:

- multiple focus areas at the same time
- parallel content in a sequential manner
- application of knowledge, understanding and skills through interrelated focus areas

At Berinba Public School we address outcomes in parallel to tailor learning to student's needs, interests and abilities. We believe this increases student engagement, whilst enabling teachers to efficiently teach and assess essential concepts within the syllabus content while supporting students to make connections with their learning.

Creative Arts

In creative arts, students discover a variety of art forms through a study of dance, drama, music and visual arts where they learn to appreciate, compose, listen, make and perform. Each art form has its own unique knowledge and skills, elements or concepts as well as a capacity to inspire and enrich lives.

At Berinba Public School, we recognise the Creative Arts as a fundamental part of every child's education. The Creative Arts K-6 curriculum includes Visual Arts, Music, Drama, and Dance, each offering unique avenues for students to explore, imagine, express, and communicate ideas. Through these art forms, students develop not only artistic and aesthetic skills but also confidence, empathy, and a deeper understanding of themselves and the world around them.

Our vision is to nurture creative, confident, and curious learners who can think critically, collaborate effectively, and express themselves with clarity and imagination. We believe that participation in the Creative Arts plays a vital role in a balanced and engaging primary school education.

The Creative Arts curriculum at Berinba Public School is structured to:

- **Encourage creativity and innovation** by providing students with diverse opportunities to imagine, experiment, and take artistic risks.
- **Develop technical and expressive skills** through hands-on learning in each of the four art forms.
- **Foster cultural awareness and appreciation** by exploring the artistic traditions of diverse cultures, including Indigenous Australian perspectives.
- **Promote emotional wellbeing** by providing students with safe and supportive environments to express their thoughts, feelings, and experiences.
- **Enhance communication skills** through performance, presentation, and collaborative projects.
- **Build confidence and self-esteem**, especially through participation in exhibitions, concerts, school plays, and dance performances.

The Creative Arts are embedded across the curriculum and are often integrated with other Key Learning Areas to deepen understanding and engagement. All students, regardless of ability, are encouraged to participate and express their individual voice through the arts. We are committed to creating inclusive opportunities that celebrate diversity and student choice.

In addition to structured classroom experiences, Berinba Public School offers a variety of co-curricular and extracurricular arts opportunities, such as:

- Choirs
- School musicals and drama productions
- Art exhibitions and visual art showcases
- Dance groups and performance opportunities at local, network and regional events
- Workshops with visiting artists and performers

We believe that engagement with the Creative Arts equips our students with transferable skills that benefit them beyond the classroom. These include problem-solving, critical thinking, resilience, collaboration, and the ability to reflect on and improve their own work.

We believe that the Creative Arts not only enrich the lives of our students during their school years but also inspire a lifelong appreciation for the arts in all its forms.

Human Society and It's Environment

In HSIE, students explore varied subjects in human society and its environment to learn about history, geography, people, societies and culture.

Students also have an opportunity to learn more about people and the societies and environments in which they live through elective subjects.

A large number of individual subjects make up the key learning area of HSIE in which students:

- research, gather and analyse information
- question and make judgements
- write for a variety of purposes

At Berinba Public School, our History and Geography programs help students make sense of the world around them—past, present, and future. Through the HSIE (Human Society and Its Environment) learning area, students develop the knowledge, skills, and values to become informed, responsible, and active citizens.

History

In History, our students explore stories of people, places, and events that have shaped Australia and the wider world. They learn to investigate the past using sources, sequence events, and understand cause and effect. Through inquiry-based learning, students develop critical thinking skills as they ask questions, examine evidence, and form their own understanding of historical significance.

From personal and family histories in the early years to the development of Australia as a nation, students gain an appreciation for different perspectives and the contributions of diverse groups, including Aboriginal and Torres Strait Islander Peoples.

Geography

In Geography, our students investigate the places that make up our world—from their local neighbourhood to global environments. They explore the interaction between people, places, and environments, and consider how we can care for our world sustainably.

Students develop geographical skills such as mapping, data collection, and interpretation. They also examine key issues such as climate change, urban development, and the use of natural resources, gaining an understanding of their roles and responsibilities in creating a better future.

Culture and Languages

At Berinba Public School, our students celebrate and learn about a range of different cultures, allowing them to explore and celebrate the rich diversity of the world around them. Cultural studies is embedded through all our learning and wellbeing programs. Through the study of different cultures, traditions, languages, and customs, students gain a deeper appreciation for the global community and their place within it.

Our programs encourage students to:

- **Discover global diversity** by exploring various cultures, both locally and around the world.
- **Understand traditions and customs** that shape communities, fostering respect for differences and shared experiences.
- **Learn about world history, art, music, and cuisine** to enrich their cultural knowledge and creativity.
- **Engage with global issues**, developing empathy and a sense of responsibility toward creating a harmonious and inclusive world.

Through hands-on activities, storytelling, and research projects, students gain a broader perspective on the world, learning to value diversity and contribute positively to society. Learning about diverse cultures helps to build strong, open-minded individuals who appreciate the beauty of cultural differences and understand the importance of respect, kindness, and cooperation.

Personal Development, Health and Physical Education

At Berinba Public School, we are dedicated to nurturing the academic, physical, emotional, and social growth of every child.

We believe in a holistic approach to education that integrates Physical Education and Health education.

Physical Education

Our Physical Education program is designed to inspire a love for movement, sports, and fitness from an early age.

Through a balanced curriculum of individual sports, team activities, and fitness challenges, students learn essential physical skills, build strength, and develop coordination.

We place a strong emphasis on teamwork, discipline, and fair play, which helps students build self-esteem and confidence as they interact with peers.

Whether through traditional sports, outdoor activities, or creative games, we encourage children to understand the importance of staying active and healthy, fostering habits that can last a lifetime.

Health Education

In addition to physical activity, we place significant focus on the overall Health of our students. We understand that a child's well-being is key to their academic success, and therefore, our health curriculum addresses both physical and emotional health.

We teach students about nutrition, hygiene, emotional resilience, and the importance of self-care. We also encourage discussions around body image, mental health awareness, and how to navigate challenges like stress and anxiety. Our goal is to equip students with the tools they need to make informed, healthy choices as they grow, fostering a sense of balance and well-being that will support them throughout their lives.

Science and Technology

In science and technology, students explore the natural and made worlds. They learn how to apply scientific and technological skills, knowledge and understanding across a broad range of contexts.

Science provides a way of inquiring about the world around us. It explores evidence and investigates ways to discover, develop and produce solutions to real world problems. The inquiry and skill-based nature of science opens doors to ideas and discoveries.

At Berinba Public School, we believe that every child has the potential to become a future leader in the world of science and technology.

Our school is dedicated to nurturing young minds with a strong foundation in STEM (Science, Technology, Engineering, and Mathematics), preparing them to thrive in a rapidly changing world. We offer a dynamic and engaging curriculum that incorporates hands-on learning experiences, interactive lessons, and embedding the use of technology.

Our passionate teachers and staff work closely with each student to ensure they feel supported and inspired to explore their passions.

At Berinba Public School, we foster an environment where creativity, curiosity, and collaboration are at the heart of everything we do.

We believe in equipping students not only with academic knowledge but with the skills needed to adapt, innovate, and lead in the 21st century.

Learning across the curriculum

At Berinba Public School we use an integrated curriculum. A holistic and student centred approach that weaves together multiple subject areas into meaningful learning experiences.

Instead of approaching subjects like mathematics, science, history, and creative arts as separate entities, an integrated curriculum encourages students to explore and understand how these areas interconnect, fostering a deeper and more cohesive understanding of the world.

This approach recognises that knowledge is not isolated but is interconnected, much like the real world. For example, a lesson on the water cycle might simultaneously incorporate scientific principles, historical perspectives on water management, artistic representations of water, and language skills as students write about their findings.

By linking subjects together, students develop a well-rounded perspective, where each lesson contributes to a broader understanding of complex concepts. Our integrated curriculum approach promotes active learning and critical thinking by encouraging students to ask questions, solve problems, and make connections across different areas of knowledge.

It encourages collaboration and teamwork, as students often work on projects that require them to apply skills and knowledge from various subject areas and learning skills. This approach also allows for more personalised learning, as students can pursue their interests in various subjects, making learning more engaging and relevant.

This approach also allows our teachers to plan more creatively and flexibly, designing lessons that draw from real world issues and experiences. By using a thematic approach, students can dive deeper into topics that interest them, explore real-world problems, and develop essential skills like communication, problem-solving, and creativity.

One of the key benefits of an integrated curriculum is its ability to foster a love of learning. By showing students how knowledge from different subjects is interconnected and relevant to their daily lives, they are more likely to see learning as an exciting and ongoing journey rather than a series of unrelated tasks.

This approach also prepares students for the future by equipping them with the interdisciplinary skills necessary to navigate an ever-changing world.



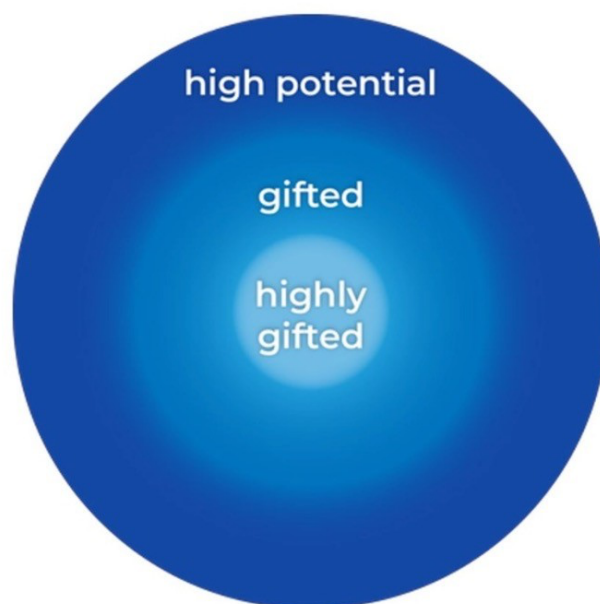
High Potential and Gifted Education

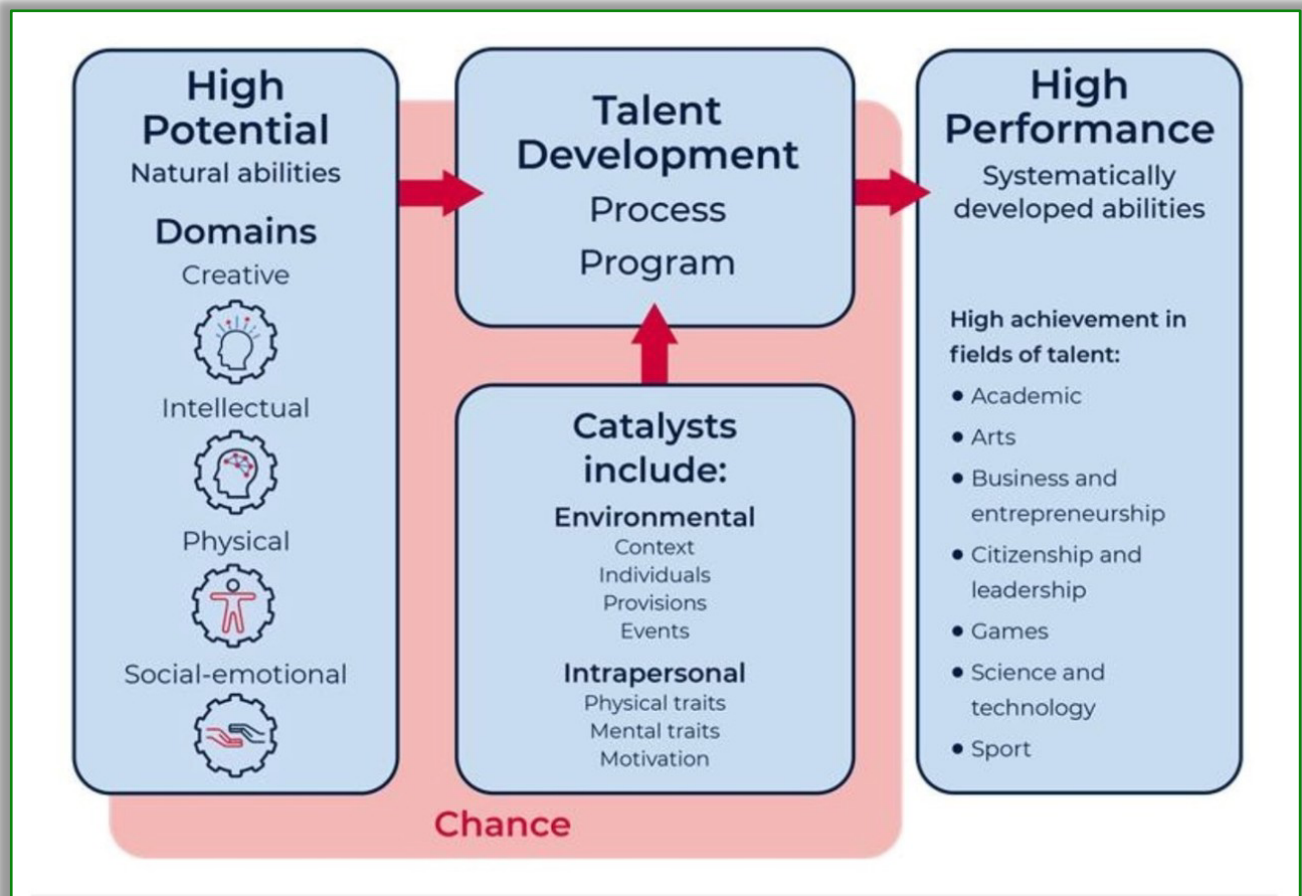
At Berinba Public School, we are committed to recognising and nurturing the diverse abilities of our students. In alignment with the NSW Department of Education's High Potential and Gifted Education (HPGE) Policy, our approach ensures that students demonstrating high potential across intellectual, creative, social-emotional, and physical domains are supported to achieve personal excellence. Our educational programs are designed to provide equitable access to quality learning opportunities, catering to the unique strengths and aspirations of each student.

We employ evidence-informed teaching practices and differentiated learning experiences to challenge and engage high potential and gifted students, fostering their growth and achievement. Identification of high potential and gifted students involves a comprehensive assessment process, including teacher observations, student performance data, and consultation with families. This ensures that our provisions are responsive to the individual learning needs and well-being of our students.

We prioritise creating inclusive learning environments that support the social emotional development of all students. By collaborating with families and the wider community, we aim to enhance educational outcomes and provide pathways for students to excel in their areas of strength. Our staff engage in ongoing professional learning to stay abreast of current research and best practices in high potential and gifted education. This commitment ensures that our teaching strategies remain effective and responsive to the evolving needs of our students.

At Berinba Public School, we believe in fostering a culture of high expectations and continuous improvement, empowering every student to thrive and reach their full potential.





High potential students

High potential students are those whose potential exceeds that of students of the same age in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.

Gifted students

Gifted students' potential significantly exceeds that of students of the same age in one or more domains. These students typically develop talent and achieve mastery notably faster than their age peers. They may benefit from an extended curriculum and learning opportunities significantly beyond the typical level of students the same age.

Highly gifted students

Highly gifted students' potential vastly exceeds that of students of the same age in one or more domains. Highly gifted students have potential assessed in the top 1% or less of age peers. Highly gifted students may require specific and more significant curriculum adjustments to meet their learning and wellbeing needs.



Evidence of Learning

At Berinba Public School, we believe that learning is a dynamic, ongoing journey, not just a final product. Evidence of learning provides a window into how students think, grow, and make meaning of the world around them. It helps us celebrate achievements, identify next steps, and nurture every child's potential.

We gather evidence of learning in many forms to reflect the diverse ways students engage with and demonstrate their understanding. This may include work samples, hands-on projects, journals, digital portfolios, photos, videos, oral presentations, self-assessments, peer feedback, teacher observations, and formal assessments. Each piece tells part of a story showing not only what a student has learned, but also *how* they've learned it.

Our approach values the process as much as the outcome. We encourage students to reflect on their learning, set goals, and take ownership of their progress. This helps them build metacognitive skills, resilience, and a growth mindset. Teachers use this evidence to tailor instruction, provide meaningful feedback, and support individual learning pathways.

Sharing this evidence with families is also a vital part of our practice. Through student-led conferences, open classrooms, learning displays, and regular communication, we invite families to celebrate their child's growth and partner with us in their ongoing development.

Ultimately, evidence of learning is more than a collection of tasks it's a celebration of curiosity, effort, creativity, and the unique journey of every learner in our care.





Learning and Support

At Berinba Public School we believe that an impactful in class learning support program is characterised by proactive, student centred assistance that enhances access to learning whilst promoting and building student independence. All staff work collaboratively with teachers, aligning their efforts with lesson objectives, individual student needs and data informed evidence based practices. Scaffold learning, adapt resources and inclusive assessment practices are imperative, whilst fostering engagement, ensuring all students feel included and empowered.

Our Berinba approach and why?

At Berinba Public School, we use a multi-tiered system of support and Response to Intervention model. In-class teacher support for interventionists (all staff are seen as interventionist) which involves a collaborative approach where teachers and learning support staff work together to identify and address student needs, providing targeted support within the classroom setting.

Key Roles and Responsibilities:

Teachers:

Identify Students: Teachers play a crucial role in identifying students who may need additional support, whether through academic struggles or behavioural issues.

Monitor Progress: They regularly monitor student progress and communicate this information to interventionists.

Collaborate: Teachers collaborate with interventionists to develop and implement intervention strategies.

Provide Universal Instruction: Teachers provide high-quality, evidence-based instruction to all students.

Learning Support Teachers/ Team:

Provide Targeted Support: the learning support teachers and team, such as special education teachers or intervention specialists, provide targeted, evidence-based interventions to address specific student needs.

Work Within the Classroom: They work directly with students within the classroom setting, either in small groups or individually in collaboration and consultation with the teacher.

Monitor Progress: They monitor student progress during interventions and provide feedback to teachers.

Collaborate: They collaborate with teachers to ensure that interventions are effective and aligned with classroom instruction.

Benefits of In-Class Teacher Support – our Why?

Increased Access to Support

Students receive support within the familiar classroom setting, reducing the need for pull-out programs.

Improved Collaboration

Collaboration between teachers and interventionists leads to more effective and coordinated support for students.

Data-Driven Decision Making

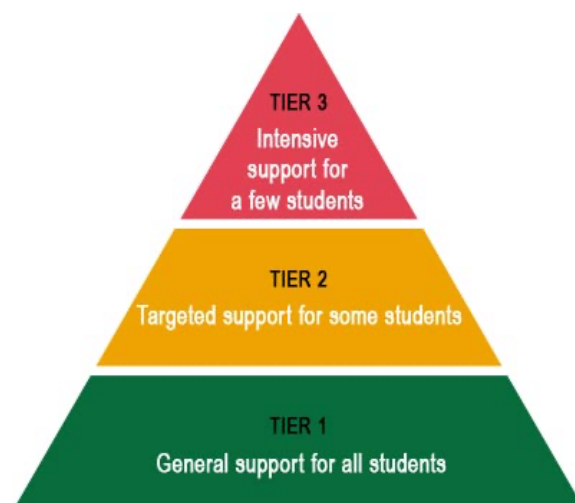
Monitoring student progress allows for data-driven decision-making, ensuring that interventions are effective in collaboration with many staff and differing expertise.

Increased Teacher Capacity

Teachers are better equipped to support all students, including those with learning or behavioural needs.

Reduced Stigma

Students are less likely to be stigmatized by receiving special education services.





Aboriginal Education

At Berinba Public School we are committed to delivering high quality Aboriginal education that supports the learning, wellbeing, and cultural identity of Aboriginal and Torres Strait Islander students.

In line with the NSW Department of Education's Aboriginal Education Policy, we embed Aboriginal perspectives across the curriculum and promote an inclusive school culture where all students learn about and value the histories, cultures, and contributions of Australia's First Nations peoples.

We recognise and respect the significance of Aboriginal identity, Country, and community. Through meaningful partnerships with local Aboriginal families, Elders, and organisations, we work together to support strong educational outcomes and cultural pride.

Our teaching and learning programs reflect authentic Aboriginal perspectives and align with the NSW syllabus, helping all students develop a deeper understanding of Aboriginal Australia past, present and future.

We are dedicated to fostering a culturally safe environment, where Aboriginal students feel valued, seen and heard. Our school celebrates important events such as NAIDOC Week and National Reconciliation Week, and we acknowledge Country daily as a sign of respect and recognition.

At Berinba Public School Aboriginal education is everyone's responsibility. Together, we are building a future where every student is empowered to succeed, and where the richness and strength of the world's oldest living cultures are honoured every day.





Behaviour Support and Management

At Berinba Public School our approach to behaviour support is centred on promoting a safe, respectful, and inclusive learning environment where all students can thrive. We explicitly teach, model, and reinforce pro-social behaviours. The skills students need to interact positively with others, solve problems respectfully, and make responsible choices.

Our Behaviour Support and Management Plan is proactive, strengths-based, and aligned with the NSW Department of Education's Student Behaviour Policy. It focuses on prevention and early intervention, ensuring students are supported to develop self-regulation, empathy, resilience, and positive relationships.

Key elements of our approach include:

- **Clear expectations:** Our school values are taught explicitly and embedded in daily routines. Students learn what respect, responsibility, and safety look like in different settings (classroom, playground, online).
- **Positive reinforcement:** We recognise and celebrate positive behaviours through verbal praise, merit awards, class incentives, and whole-school recognition systems.
- **Social and emotional learning (SEL):** Regular SEL lessons support students to build skills such as empathy, cooperation, emotional regulation, and conflict resolution.
- **Restorative practices:** When issues arise, we use restorative conversations to repair relationships, promote accountability, and support a return to positive behaviour.
- **Individualised support:** For students with additional behavioural needs, we implement tailored support plans in partnership with families, learning support teams, and specialists.

We believe behaviour is a form of communication and an opportunity for learning. Through respectful relationships, consistent expectations, and a supportive school culture in line with our school values, we support students to make positive choices and grow as responsible, kind, and capable citizens.



Our School Values

Caring

- Be considerate.
- Take pride in ourselves and our environment
- Take ownership of our actions.



Sharing

- Work and play safely
- Be in the right place at the right right time.
- Move and act responsibly.

Achieving

- Be an active learner.
- Be resilient and persevere
- Do your personal best.



General Information

Allergies and Anaphylaxis

At Berinba we have some children who have life threatening allergies. As such we are a peanut aware school and ask the children not to bring nut or sesame products to school.

Asthma

All children who suffer from Asthma need to provide a copy of their asthma plan from their doctor and complete an Asthma Plan Form available from the office. Asthma sufferers are permitted to carry "puffers" at all times. These should be clearly labelled with the child's name and class.

Attendance

Pupils are legally required to attend school every day the school is open. If illness or other special circumstances prevents your child's attendance, please inform the school via the Compass app or phone to advise the reason for the absence. If an absence is foreseen (eg. family holiday or hospitalisation) an extended leave application must be submitted to the Principal before the child leaves. Any child arriving late at school must report to the office prior to proceeding to the classroom. Students who's attendance is at risk, will be placed on an attendance plan in which the student will be monitored.

Artist of the Term

Each term, students are selected from each stage as 'Artists of the Term'.

Before and After School Care

School Care is available at Berinba Public School until 6.00pm on school days. Contact Family Day Care/Country Children's Early Learning on 6236 8305. Services are also provided through Yass Little Learners and Yass Pre Kindergarten.

Bus Travellers

Pupils who live more than 1.6 km from school are eligible for free bus travel. The buses that currently service Berinba are Murrumbateman, Gundaroo, Dog Trap Road, Dalton, Gunning, Narrangullen, Jerrawa, Burrinjuck, Bookham, Wargeila, Bowning/Binalong/Goondah, Yass River/Manton, Good Hope, Kangiara, Black Range Road and Yass/Rye Park.

Pupils who live more than 1.6 km from a bus pick-up point may be entitled to a Conveyance Subsidy for parents' use of a private vehicle to the bus pick-up.

Details of subsidy conditions and application procedure are available from Transport NSW at :

<https://transportnsw.info/travel-info/using-public-transport/school-travel>

Canteen

Berinba Public School Canteen is a 'healthy schools canteen' and strives to provide quality nutritional food for students at a reasonable price. Lunches may be ordered by placing an order through the QKR app. Counter sales at recess and lunchtime are possible.

Counselling Services

A school Counsellor is available for students at Berinba Public School. To access services, a referral form is completed. Students may also self-refer. If the Counsellor needs to carry out any testing, permission is needed from parents. Once referral forms are complete, they are forwarded to the Learning Support team. On occasions, a student may need the immediate attention of the Counsellor. Such cases become an immediate priority that in turn affects referrals made beforehand.

Communication

Central to the development of your child is developing positive relationships with the school and families. Berinba Public School offers a wide range of methods to communicate what is happening in our school including: The Berinba Broadcast, The Berinba School Websie, the school Facebook page, Compass and notes home.

Cyclists and Scooters

Cycles must not be ridden inside the school grounds. Bicycle racks are located at the back of the administration building. It is recommended that no K-2 child ride a bike to school without parent supervision.

Emergency and Evacuation

In the event of any danger to students the decision for a full school evacuation or lockdown will be made by the School Principal or site manager.

Excursions

Educational excursions are an integral part of each class program. Parents are made fully aware of excursion details, and no pupil may be included without the written consent of his/her parent or guardian. Excursion costs to cover transport and accommodation where applicable, must be met by participating pupils. Pupils who do not travel with their class on excursion are required to attend school, where they will be accommodated in other classes. Payment plans can be arranged through the Principal if required.

Facebook

Please follow us on Facebook 'Berinba Public School' for celebrations of learning.

Health and Safety

If a student becomes ill or has an accident during the school day, first aid is given by a qualified member of staff. Families will be contacted if the condition is considered serious and for all head injuries. Parents are required to ensure contact details are correct each year. Sick children are best located in the comfort of their own home.

Home Learning

Student participation in home learning is optional and differs across grade levels, however reading is a consistent focus of our home learning from K-6. We aim to instil in all students a love of reading and provide families with activities that foster discussions around learning, as well as the opportunity to learn together. During home learning the role of parents is to discuss, listen, support, share and participate with their child, to support their learning.

Learning Support

The Learning Support Team is comprised of our Counsellor, Learning and Support teacher's, Assistant Principals and Principal. Members of this team meet once a fortnight and discuss progress of students.

Library

Pupils have access to the School Library during their weekly class lesson and during lunchtime on days the Librarian is on duty. Pupils may borrow books and are asked to have a library book bag to protect their books in transit.

Lost Property

All articles of clothing worn to school should be identified with the owner's name. Properly identified clothing, when found, is readily returned to its owner on a weekly basis. Lost property is stored in the sick bay.

Medication

Arrangements for the giving of medicines at school must be made with the front office. Children should not carry or keep medicines in their bags at school. N.B. Only medication prescribed by a medical practitioner will be given at school and the child's name must be clearly marked on the label.

Medical Conditions

If your child has a medical condition, it is very important you fill in the appropriate forms during the enrolment process. If your child has a Medical Action Plan endorsed by a doctor, please provide a copy to the front office before your child starts school.

Mobile Phones and Smart Watches

No student is to carry or use a mobile phone on school grounds. All smart watches must be placed on school mode during school hours or not worn to school. Student must present phones to the front office each morning.

Parking

Parents dropping and collecting their children from school are encouraged to park in Petit Street near the pedestrian crossing. Parking restrictions have been placed by council in several areas around the school, please take careful note of the signs detailing these restrictions. The school car park is reserved for staff and parents are asked not to drop off or pickup children in car park or this driveway. All families should enter the school through the front office gate.

P&C (Parents and Citizens Association)

At Berinba Public School the P&C works effectively to promote the interests of education, particularly in providing manpower and administrative support through the operation to its committees, and in providing a forum where matters of educational interest in respect of school policy and curriculum may be discussed. Regular meetings are held on the 2nd Tuesday of each month. All parents and other interested community members are very welcome to attend.

Pupils Leaving the School Grounds

If for some reason you need to collect your child during school hours it is necessary for you to first go to the school office to sign your child out. If you know ahead of time that your child will be leaving early please contact the front office.

Pupil Supervision

Children are cautioned against arriving at school before 8.35am or loitering after 3.20pm outside as no teachers are on supervision duty outside these times. Playground supervision during recess, lunch and afternoon bus lines is undertaken by teachers on a roster basis. Eating lunch supervision is provided to ensure all pupils have sufficient opportunity to eat their lunches properly.

Student Leadership

Our school has several positions of student leadership including School Captains, Vice Captains and Prefects. We also have positions of House Captain and Vice House Captain for each year, supporting students in sporting events.

Volunteers

All volunteers assisting in school activities must sign in at the school office prior to entering classrooms or canteen. All volunteers are required to have completed a Working With Children Check and provide 100 points of ID to our front office.



Berinba Public School

Church Street, Yass NSW 2582

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