BAROOGA PUBLIC SCHOOL

Participate to Achieve

Director General’s School Achievement Award 2007
Student Welfare “You Can Do It”
Barooga Public School is where the staff is committed to providing a learning environment,

- which is stimulating,
- respects the individuality of the child,
- encourages active participation
- complements the wider environment.
- where children are guided towards become autonomous learners, independent workers and thinkers.
- in a warm caring atmosphere which is founded on democratic practice and fair but firm discipline.

This school has a fine tradition of achievement in academic, sporting and cultural areas.
We hope that your children will do their best to uphold this tradition.

Of prime importance is the need for close co-operation between the home and the school. Through this co-operation we will encourage the development of each individual, both as an individual, and as a member of various groups.

If your children follow the school's motto "Participate to Achieve" they will gain the respect of parents, teachers, fellow students and the community, and they will enjoy their time at Barooga Public School.

We hope that this booklet will assist you to understand many of the organisational requirements and functions of the school.
1. INFORMATION BROCHURE.

THE SCHOOL YEAR

Term dates are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Wednesday 27th January to Friday 26th March</td>
<td>Monday 31st January to Friday 8th March</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 12th April to Friday 25th June</td>
<td>Wednesday 27th April to Friday 1st July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 12th July to Friday 17th September</td>
<td>Monday 18th July to Friday 23rd September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 4th October to Friday 17th December</td>
<td>Monday 10th October to Tuesday 20th December</td>
</tr>
</tbody>
</table>

THE STAFF - 2010

Principal                  Mr John Francis
Assistant Principal       Mrs Nikki Bird
Classroom Teachers:        Mrs Glenys Wilson
                          Mrs Gwen Hyde
                          Mrs Leeanne Crow
                          Miss Rebecca Bryce
Release Teacher           Mrs Amy Paroissien
Support Teacher           Mrs Teena Crestani
Librarian/Reading Recovery Mrs Janice Noble
School Administrative Manager Mrs Rae Bush
School Administrative Officer Mrs Jodie Maley
School Support Officer     Mrs Sophia Ingram
                          Ms Natasha Wallace
Cleaning Staff             Mrs Leah Hobley
General Assistant         Mr Anton Noble

PARENTS & CITIZENS ASSOCIATION - 2010

President                  Mr Andrew Leighton-Daly
Vice President             Natasha Bignell & John McCabe
Secretary                  Ms Christie Watkins
Assistant Secretary        Rita Jukes
Treasurer                  Mrs Trudy Brooks
Vice-Treasurer             Kelly Bignell
Uniform Liaison            Mrs Donna Ciccone
Canteen                    Mrs Margaret Woods,
Canteen Liaison            Ms Christie Watkins
Auditor                    Mr Rob Jones
### SCHOOL CAPTAINS - 2010

Jye Noonan & Olivia Maley

### STUDENT COUNCIL - 2010

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder Mrs Wilson</td>
<td>Josh Edwards</td>
</tr>
<tr>
<td>Year 1/2 Mrs Crow</td>
<td>Taya Brooks</td>
</tr>
<tr>
<td>Year 2/3 Miss Bryce</td>
<td>Zac Crestani</td>
</tr>
<tr>
<td>Year 3/4 Mrs Bird</td>
<td>Mathilda Noble</td>
</tr>
<tr>
<td>Year 4/5 Mr Francis</td>
<td>Megan Miller-Burton</td>
</tr>
<tr>
<td>Year 6 Mrs Hyde</td>
<td>Troy Jukes</td>
</tr>
</tbody>
</table>

School Captains

Jye Noonan & Olivia Maley

### HOUSE CAPTAINS 2010

#### Cottadidda:
- **Boy Captain**: Zac Aksionov
- **Vice Captain**: Harrison Evans
- **Girl Captain**: Nicola Kuhne
- **Vice Captain**: Caitlin Retallack

#### Bullanginya:
- **Boy Captain**: Kyle Rolfe
- **Vice Captain**: Joel McCabe
- **Girl Captain**: Emma Buchanan
- **Vice Captain**: Jessie Quirk

#### Murray:
- **Boy Captain**: Ethan Leighton-Daly
- **Vice Captain**: Ben Brooks
- **Girl Captain**: Steffi Vogel
- **Vice Captain**: Jaime Dodson
2. **SCHOOL TIMES.**

School commences at 9.00 a.m. each day and concludes at 3.00 p.m. Morning recess goes from 11.00 a.m. to 11.25 a.m., while lunch is taken between 12.55 p.m. and 1.45 p.m. Lunch times can alter on Fridays due to sporting arrangements. The school playground is supervised from 8.40 a.m. - 9.00 a.m.

3. **ENROLMENT POLICY.**

Refer: *Enrolment of Students in Government Schools: A summary and Consolidation of Policy*

This policy has been developed in consultation with the District Superintendent, Staff and Parents and Citizens Association.

**General:**
- Children may enrol in Kindergarten at the beginning of the school year if they turn five years of age on or before 31st July in that year. Proof of age and Immunisation status is required prior to enrolment.
- Parents who choose to enrol eligible children after the beginning of the school year may do so up to the end of Term 2.
- Proof of residential address is required prior to enrolment.

**There are two classifications of enrolment:**

- **Local** - Family resides in Barooga or child transported to school on NSW bus run.
- **Non-Local** - Family resides outside Barooga

- A child may continue enrolment should the family move to Cobram.
- A child may re-enrol at Barooga Public School even if the address is Cobram if it is to provide continuity after being out of the area for a short period of time.
- Family history of enrolment at Barooga Public School may be taken into account when considering non-local applications.
- An enrolment ceiling based on current available permanent accommodation is set at 196
- A buffer to accommodate local students arriving is set at 190
- A placement panel consisting of the Principal, Staff Member and a P&C representative nominated by the P&C will consider and make recommendations on all non-local enrolment applications.
- The panel will be chaired by the Principal who will have the casting vote.
- Enrolment of a student may be refused on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour.
4. SCHOOL UNIFORM

Children are encouraged to wear correct school uniform when attending or representing the school. Uniforms are as follows:

SUMMER UNIFORM:

GIRLS
- Maroon/white fancy check ‘A’ line uniform.
- Maroon shorts with gold polo shirt with school logo.
- White socks.
- Black shoes or sandals/Sneakers.
- Maroon sun safe hat.

BOYS
- Gold polo shirt with school logo.
- Grey pants/shorts.
- Tracksuit/pants optional.
- Grey or white socks.
- Black shoes or sandals/Sneakers.
- Maroon sun safe hat.

WINTER UNIFORM:

GIRLS
- Maroon skirt/pinafore or track pants.
- Gold skivee/gold polo shirt with logo.
- School windcheater.
- Maroon tights or white socks.
- Black shoes/Sneakers.

BOYS
- Grey trousers or maroon track pants.
- Gold skivee/gold polo shirt with logo.
- School windcheater.
- Grey socks or white socks.
- Black boots/shoes/sneakers.

SPORT UNIFORM:

GIRLS
- Maroon sport skirt with sports brief.
- School t-shirt/gold polo shirt with school logo.
- School windcheater and track pants & white socks.
- Joggers.
- Maroon sun safe hat.

BOYS
- Maroon shorts.
- School t-shirt/gold polo shirt with school logo.
- School windcheater and track pants & white socks.
- Maroon sun safe hat.
OUTLETS FOR UNIFORM PURCHASES:

Barooga Public School uniform is available for purchase from Laws Signs in Schubert Street Cobram at the following times:

8am-5pm    Monday to Thursday
8am-3pm    Friday

There is no Uniform shop at Barooga Public School

RETAIL OUTLETS FOR OTHER ARTICLES OF UNIFORM INCLUDE:

Menthas   Cobram
Sportspower   Cobram
Artavilla Emporium  Cobram
Country Target  Cobram/Yarrawonga

5.  BUSES

The three school buses depart at 3.05pm daily. Children catching the bus are required to line up as soon as they are dismissed at 3.00pm. Boarding of the bus is supervised.

Parents of children who normally catch the bus are asked to send a note to school and also to the bus driver on occasions when the normal routine is changed. Young children often get confused, and verbal messages are not understood. Children without a note will always be supervised onto the bus.

Children living in Victoria and using the bus service will be charged 50c each way. This amount is payable to the bus driver. Contact 58 734 313.

6.  CONVEYANCE.

If you live outside a 1.6km radius from the school and drive your child to school, and are not on a bus run, you could qualify for conveyance subsidy. This also applies if the child is driven this distance to the nearest bus stop. Application forms are available at school.
7. PARENTAL NOTES.

Lunch Passes are available to any student whose parents request permission for them to leave the school grounds to go home for lunch. This request needs to be made in writing stipulating the days the child is required to go home. Students are encouraged to have their lunch at school.

**Leaving the School Grounds:** Once they arrive at school in the morning, students should not leave the school grounds, for any reason, until they are dismissed at 3.00 p.m., unless they have the permission of a teacher or parent. Parental permission should be in written form.

**Absentee or Late Notes:** Accurate records of each child's attendance must be maintained by the school. To assist us in this regard we would ask that parents provide, in writing, the reason for any lateness or absence. This note should contain the child's name, the dates of absence, reason for absence and must be signed and dated by the parent. Notes for infants and primary children are given to the child's teacher. It is a legal requirement that these notes be filed and the information recorded on class rolls. Even if the child's absence has been notified personally or by phone, a written explanation is needed to follow this up.

All notes and money sent to the school (excluding absentee notes for infants and primary) should be handed to the school clerical assistant at the main office by 9.00 am each day.

8. COLLECTION OF CHILDREN.

Parents picking students up during school hours must sign the ‘Sign Out’ register which is located at the front office.
Parents collecting children are requested to use the angle parking in Hay Street. Cars may be parked in the bus zone for collection of children during the day only between 9.00 a.m. and 2.45 p.m. At other times it is a "No Standing" area. **The Staff & Visitors car park in Hay Street is a pedestrian free zone.** Please enter and exit by small front or side gates not through the car park.

9. LOST PROPERTY.

Please mark all items of clothing and equipment with the child's name to ensure the efficient return to the owner of all lost property.
10. **BIKES**

Bikes or scooters ridden to school should be stored in the bike racks and may not be ridden during recess or lunch breaks.

**Rules:**
- The bike racks are ‘out of bounds’
- Riding bikes, scooters or rollerblades in the playground is forbidden
- Bike or scooter riders should enter or leave the school via the Hughes Street main gate in front of the office
- All riders must wear a properly fitted helmet.

11. **VISITS TO SCHOOL BY PARENTS.**

Parents are welcome to call at school at any mutually convenient time to discuss with the Principal or Staff any matter relating to the school that causes concern. A prior appointment always facilitates this process. The school attempts to maintain an open-door approach and parents are welcome to view school activities whenever this is practical.

All visitors to school should sign the visitors book on arrival and departure. The Visitors Book is located at the front office.

Invitations to events such as:
- Organised parent/teacher evenings.
- Education Week Celebrations.
- Book Week activities.
- Special displays and assemblies are always included in the school Newsletter.

12. **MESSAGES PHONED TO PUPILS.**

The school is happy to co-operate in this matter. The administrative staff is duty between 8.30 a.m. and 3.00 p.m. daily, and will take any messages.

It will assist the administration of the school if an effort is made to phone messages between these hours.
13. COMMUNICATING WITH PARENTS.

A School Newsletter is issued each week giving details of school policy, activities, functions and special requirements. The Newsletter often contains notices that need to be returned to school by parents. Notes requiring permission for your child to participate in special activities are sent home separately, printed on blue paper. Any acknowledgements, notes, money or return notices should be delivered to the School Office before 9.00 a.m.

14. PUPIL ASSESSMENT AND REPORTING TO PARENTS.

A child's progress is assessed on the basis of class work, and in the case of older children, assignments and unit tests. Reports are sent home at the end of each semester. Where a child's academic progress, social development or behaviour is causing concern, a special report will be sent home, giving details of the problem and requesting a parent/teacher interview.

15. SICK OR INJURED PUPILS.

Students sick or injured at school are cared for initially by the delegated staff member. If the illness or injury is considered serious enough, parents are contacted by phone and the ambulance is called. It is then left to the ambulance officer to decide whether the extent of the problem warrants the child's conveyance to hospital. The school belongs to the ambulance fund. If parents are not on the phone or if the phone is unanswered, every attempt is made to locate parents, either directly or through the alternative emergency contact number. Students must be signed out by the person picking them up. A 'Sign Out' book is held at the front office.

16. DETAILS FOR EMERGENCY INFORMATION CARDS.

Information card/sheets are issued to newly enrolled students for compilation by parents. Parents are asked to fill these in and return them to school as soon as possible. We find this information invaluable on many occasions, e.g. injury to a student, student misses the bus, a letter has to be sent home.

Changes of address, phone number or family circumstances should be notified to the school promptly.
17. ADMINISTERING PRESCRIBED MEDICINE.

Parents whose child has a chronic medical problem e.g., asthma, allergic to bee stings, epilepsy, etc., should notify the school of this in writing at the beginning of the year.
Parents/guardians who want their children to be given medication while at school must put their request in writing.
Parents/guardians must supply medication in suitable containers which are clearly labelled with the student's name, and details of the medication and dosage.
Children must not carry medication in their bag. Medication must be held at the office. Asthma puffers are the only exception.

18. DISEASES AND EXCLUSION FROM SCHOOL.

Children suffering from the following diseases should be excluded from school for the specified period. A Medical Certificate of Recovery permits the child to return to school prior to the conclusion of the exclusion period.

- **Measles**: exclude for at least five (5) days from the appearance of the rash.
- **German Measles**: exclude for at least seven (7) days from the appearance of the rash (minimum exclusion). Child should be excluded until fully recovered.
- **Chicken Pox**: exclude for seven (7) days after the first spots appear.
- **Impetigo (Septic Sores)**: exclude until sores have healed. The child may be allowed to return provided that treatment is being applied and that sores on exposed surfaces are properly covered with watertight dressings.
- **Mumps**: exclude for ten (10) days or until swelling goes down.
- **Conjunctivitis**: exclude until discharge from eyes has ceased.
- **Pediculosis (Lice)**: exclude until the day after hair has been treated with an appropriate shampoo. Head lice treatment products are available at most chemists. If lice are discovered in your child's hair at school, a note will be sent home asking you to exclude the child and administer the above treatment. Please do not be offended by this action - head lice do not mean your child's hair is dirty. Lice can settle in the cleanest hair.

19. SPECIAL SERVICES.

The School Counsellor, who is based in Deniliquin, visits the school on a regular basis to assist with any particular learning or behavioural problem. Interviews with parents can be arranged.

**Dental Staff from the Health Commission:**
The mobile phone number for dental staff is **0427 966 182**.
20. RELEASE TEACHERS.
Your child will have contact with a number of other teachers besides the class teacher. Each full time teacher has two hours per week release from face to face teaching. During this time classes are taken by part-time teachers.

21. LIBRARY.
Your child will have a formal library session one day per week, as well as visiting the library with the class teacher whenever necessary. The school has a growing collection of library books and children are encouraged to borrow on a-weekly basis. To protect their books children should bring a library bag on borrowing day.

22. P.E. SPORT AND SWIMMING.
Sport is held each Friday between 2.00 p.m. and 3.00 p.m. for children in Primary classes. Infant sport is held on Wednesday afternoons between 2.00 p.m. and 3.00 p.m. An intensive swimming scheme is held each year.

23. EXCURSION.
Excursions which are linked to the School Curriculum are valuable learning and social experiences. Excursions can be a one day visit to a local industry or overnight excursions to places of interest which are further a field. Parents are advised in advance of excursion venues and costs.

24. PERFORMANCES.
The school aims to stage at least two performances by visiting artists per year. Performances are selected on the basis of cultural merit, and their suitability for the wide Kindergarten to Year 6 group. Advance notice is given in the school Newsletter.

25. SCRIPTURE.
Religious Instruction is given each Friday by visiting teachers. We encourage all children to attend as we feel it is a valuable part of their total development. We have two separate R.I. classes. One is the Catholic scripture held in the Library. The other class is held in their own classroom. If you do not want your child to participate in scripture classes please advise the school in writing.
26. HOMEWORK.

Each year members of staff distribute a detailed homework plan from the school. Homework is given in an attempt to develop in the children sound study habits that will assist them with their future studies. The amount of homework varies from class to class, and reaches a maximum of thirty minutes in Year Six.

A. HOMEWORK GUIDELINES

"Homework should be a purposeful, learning experience which may consolidate, extend and/or enrich the school's program. Essentially homework should be viewed as an educational activity which arises from an interesting, stimulating and appropriate school experience and which is seen by the child as deserving attention out of school hours."

Thus "homework has the potential to further the school-home partnership in the education of the child" ................
extract from Department of Education Circular

B. AIMS

- To consolidate and reinforce school work
- To supplement and enrich school experiences
- To allow for the completion of class tasks
- To enable children to develop desirable independent work habits
- To familiarise parents with the content of the current school program
- To encourage worthwhile leisure activities

C. PARENT GUIDELINES

Parents should be encouraged to participate in the homework program in the following ways:

By:

- showing a positive attitude and involvement and by ensuring that the child is satisfactorily completing the task at hand.
- signing homework as a record of its completion.
- encouraging children to revise spelling lists and tables on a regular basis.
- encouraging their children to read regularly each night, including younger family members.
- comprehension skills are further developed by discussion of reading material.
- seeking assistance from the classroom teacher in order to solve any problems related to homework
D. KINDERGARTEN HOMEWORK

Class teachers will often give kinder students small tasks such as collecting pictures and objects to assist class activities. There will be more regular and more involved tasks set as the year progresses. Please support your child in completing these tasks.

A home reading program will operate during the year. The children are encouraged to read to an adult each night. Reading to your child each night continues to be important.

27. SCHOOL COUNCIL. - In recession.

28. PARENTS AND CITIZENS ASSOCIATION.

This Association materially assists the school by raising funds to provide equipment not supplied by the Department of Education. It also assists with maintenance and improvements on the school site.

The P. & C. being the representative voice of parents, is now being asked to take a greater initiative in suggesting and discussing school policy, objectives and curricula.

Social functions for parents are also organised throughout the year.

The P. & C. is a body of people very interested in the welfare of the school and its pupils and all are invited to become members. A small membership fee of $1.00 also covers voluntary helpers at school against accidents.

Meetings are held on the second Wednesday of the month at 7.30 p.m. in the school library.

The P. & C. conducts a number of annual events to raise funds for the school.

29. CANTEN.

Since May 1981 a canteen has operated at the school.

Lunches are prepared each day, and should be ordered at the canteen from 8.30 a.m. Students can purchase snacks at recess and lunch.

The full range and prices are published at regular intervals in the school Newsletter.
30. PARENT SUPPORT.

As well as P. & C. activities, parents support the school in a wide variety of ways. This support greatly assists the administration of the school, and makes it a better place for your child.

Parents help by:

- assisting with class reading
- coaching or supervising sporting activities
- assisting with swimming instruction
- assisting with supervision of pupils on excursions
- attending special activities when organised
- assisting with Literacy and Maths groups

If you require information regarding matters not covered in this Handbook, please make your initial contact with the Office.

31. SCHOOL SECURITY

School gates will not be open until a staff member arrives each morning. Students should not be at school prior to 8:30am. There will be no access on weekends or during the school holiday periods. Unauthorised entry to the school premises is illegal outside school hours and anyone found on the school grounds will be reported to the police and prosecuted. The following signage is displayed around the perimeter fence.

SECURITY NOTICE

The school grounds are enclosed land. If you are on the grounds without school visitor approval you are trespassing.

Trespassers will be prosecuted.

DEPARTMENT OF EDUCATION AND TRAINING
32. **Stephanie Alexandra Kitchen Garden Program.**

**About the Stephanie Alexander Kitchen Garden Program**
- The aim of the Kitchen Garden Program is pleasurable food education for young children. The underlying belief is that by introducing this holistic approach we have a chance to positively influence children’s food choices and help to encourage healthy eating habits.

- A Kitchen Garden is a garden created to provide edible, aromatic and beautiful resources for a kitchen. The creation and care of a Kitchen Garden teaches us about the natural world, about its beauty and how to care for it, how best to use the resources we have and develop an appreciation of the wide range of possibilities for both the cook and the gardener. There are four major components to the program: Growing, Harvesting, Preparing, Sharing.

- The Program works best when the two specialist areas, the kitchen and the garden, work in partnership with each other, so that these elements form a harmonious cycle.

**How the program works**
- In the Kitchen Garden Program children across Years 3 to 6 spend a minimum of 40 minutes a week in an extensive vegetable garden which they have helped design, build and maintain on the school grounds according to organic gardening principles. They also spend one and a half hours each week in a kitchen classroom preparing and sharing a wonderful variety of meals created from their produce. The program employs two part-time specialist staff; a gardener and a cook, to run these sessions.

- There are two special factors about the Kitchen Garden Program. The first is the intrinsic link between the garden, the kitchen and the table. The emphasis is on learning about food and about eating it. No part of the Program can exist without the other. The second is the program is embedded in the curriculum. It is a part of the school's program for four years of a child's life.

**Benefits of the program**
- * Life-long skills in the kitchen and garden
- * Introduction to and appreciation of fresh seasonal food
- * Socialisation through team work, sharing a meal and working with volunteers
- * Practical understanding of environmental sustainability
- * Understanding the link between good food choices and optimum health
- * Active, hands-on activity and exercise
For children

- New skills in the kitchen and garden equip them to lead lives that are not dependent on processed foods
- Models a new way to connect with parents/family in discussing what happens in the Kitchen Garden Program and applying what is learnt (growing things, cooking things) at home
- Develops understanding of time needed for important things to happen e.g. grow food to harvest, bread dough to rise
- Introduces new foods, new flavours, new textures
- Appreciation of fresh seasonal food
- Students learn and record specific vocabulary to describe some of the textures, tastes and sights that they experience
- Students record their experiences through class diaries
- Students develop confidence and self esteem
- Encourages physical activity
- Develops co-operative behaviour as all work is done as part of a small group
- Develops social skills at the table e.g. sharing, conversation
- Develops deeper understandings and tolerance of cultural difference by exposure to other culinary traditions
- Develops strong relationships with adults other than class teacher or parent e.g. volunteers
- Develops practical understanding of environmental issues such as soil health, water management, seed-saving, organic pest control and the importance of plant diversity
- Understanding the link between good food choices & optimum health
- Develops better understanding of the relationship between the garden and the table

For schools

- Ability to achieve learning outcomes through an innovative, hands-on approach
- Creates excitement within the school community
- Opportunity to build internal and external community networks and connections during construction phase and ongoing volunteering
- Builds students’, families’ and local communities’ pride in their school which has flow on effects such as increased enrolments, less vandalism
- Facility which can also be used for community purposes, before and after school care groups, special occasion celebrations, and hired for income
- Be recognised as a valuable contributor to educational innovation

Source: www.kitchengardenfoundation.org.au

A Healthy and Active Australia | Copyright |

... I think it's important that somebody stands up for the fact that education has to be about education for life. Children in the Kitchen Garden Program learn how to care for themselves by growing, harvesting, preparing and sharing delicious and wholesome food. They also learn to relate to each other, to work in groups, be cooperative and embrace difference ... Stephanie Alexander
33. You Can Do It! Program

Barooga Public School was the recipient of the NSW Director General of Education School Achievement Award 2007 for Student Welfare for the ‘You Can Do It! Program.’ Barooga Public School was the first NSW school to gain accreditation and has been successfully using the program to encourage students to use the 5 keys to success and the 12 habits of the mind to assist them in their daily lives.

You Can Do It! Education’s main purpose is to support communities, schools, and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people.

Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

YCDI’s mission is to realise, through the following beliefs and actions:

- The building of social, emotional, and motivational capacity of young people rather than on their problems and deficits.
- The encouragement of prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- The development of a strength-building approach, where YCDI seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people.

The 5 Keys of YCDI! Education

Our core purpose is the development of young people’s social and emotional capabilities, including:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.
Central to the development of these 5 Key Foundations is instilling in young people 12 Habits of the Mind, including:

1. Accepting Myself  
2. Taking Risks  
3. Being Independent  
4. I Can Do It  
5. Giving Effort  
6. Working Tough  
7. Setting Goals  
8. Planning My Time  
9. Being Tolerant of Others  
10. Thinking First  
11. Playing by the Rules, and  
12. Social Responsibility

This last point includes the values of Caring, Doing Your Best, Freedom, Honesty, Integrity, Respect, Responsibility, Understanding, Tolerance, and Inclusion.

Included in our core purpose is the elimination of social and emotional difficulties and disabilities (“Blockers”) that constitute barriers to young people’s learning and well-being, including:

- Feeling Very Worried  
- Feeling Very Down  
- Procrastination  
- Not Paying Attention or Disturbing Others, and  
- Feeling Very Angry or Misbehaving.

YCDI is deliberate in restructuring negative Habits of the Mind that give rise to these Blockers and in the explicit teaching of alternative positive Habits of the Mind.

This approach includes positive, caring relationships with young people.

However, it is clear that in order to change the developmental trajectory of young people with poor mental health (emotional, social and behavioural challenges) and learning outcomes and to accelerate their social and emotional development, it is vital that schools, homes and communities be transformed so that the responsibility for supporting and educating, including quality social and emotional learning experiences and caring relationships, is shared throughout the community.
HOME AND SCHOOL

A child spends more time out of school than in it and so parents are the first and most important teachers. Learning begins with a child's earliest experiences. Listening and talking are a vital part of all learning and are the foundations for reading and writing.

Your child's attitudes to learning, school and other people will be formed in your home - what is valued by you will also be valued by your child. There is a very strong relationship between home encouragement and school achievement, especially in reading. I cannot emphasise enough the importance of reading and talking to your child. This cooperation of home and school working together will be of benefit to your child.

**IS MY CHILD READY FOR SCHOOL?**

- Knows full name
- Can tell the name of the street he/she lives in
- Can recognise own name in print
- Understands the dangers of traffic, electricity, fire, water and high places
- Can recognise own belongings
- Talks in sentences
- Can make people outside the family understand what he/she wants
- Remembers little songs and rhyme
- Can wash hands after visiting the toilet
- Likes to draw with crayons or paints at home
- Has had an opportunity to use scissors at home
- Likes to help with little household tasks
- Watches TV programs with interest and likes to talk about them
- Is interested in looking at books
- Likes to have stories read
- Likes to play with other children
- Has been looking forward to school
PREPARING YOUR CHILD FOR SCHOOL

For the first five years of life all of a child's education is given by the home. After enrolment at school the school still gives only part of his/her education and the home training is not only important but very necessary. There is a great deal that parents can do at home to help a child adjust to the school atmosphere.

Teach your Child to:

- put on and take of shoes and socks
- tie and untie shoe laces
- put shoes on the correct feet
- dress himself/herself
- take off, hang up and put on cardigans, coats, rainwear, etc. without help (Most young children seem to pull the sleeves of coats inside out, when taking them off)
- Can he/she do up buttons
- look after his/her belongings, especially lunch boxes, cases, etc.
- treat toys and equipment carefully without loss or damage
- pack playthings away tidily after use in their correct place
- say full name, address and phone number (if any) clearly
- turn over the pages of a book carefully, by the top right hand corner, without tearing
- take turns using equipment and share things with playmates
- ask when he/she wishes to go to the toilet
- sit quietly and listen to a story without, interrupting
ON THE FIRST DAY

If you have not already done so, please bring with you proof of date of birth for your child. NO child can be enrolled until such proof has been produced.

- Be positive and encourage your child
- Show enthusiasm about school and assure your child that you will be waiting at the end of the school day to hear all about the day
- Be prepared to "let go" when your child is taken to the classroom. If you are upset, don't let your child see this or sense the tension in your voice. If you do your child will only become upset too.
- Meet your child's teacher, look briefly around the room and LEAVE.
- If your child cries, or clings to you, leave immediately and he/she will soon settle down
- Be on time to collect your child in the afternoon. Your child will worry if your aren't there to greet him/her and ask about the day

WHAT ARE THE PHYSICAL NEEDS OF THE CHILD?

The child needs:
- adequate nutrition
- adequate sleep
- adequate activity and adequate rest
- adequate fresh air and sunlight
- a safe and healthy environment
- guidance in developing and maintaining a healthy body
- opportunities for gross motor development e.g. climbing, jumping, balancing, arm movements
- opportunities for fine motor development e.g. drawing, cutting, pasting, threading, sewing

WHAT ARE THE EMOTIONAL NEEDS OF THE CHILD?

The child needs:
- positive self-image
- self-esteem and self-confidence
- strong feelings of trust and security love
- understanding and acceptance
- positive attitudes towards school and learning
- support in transition from home or pre-school to school
- support and guidance in dealing appropriately with feelings.
WHAT ARE THE SOCIAL NEEDS OF THE CHILD?

The child needs opportunities:
- to feel part of the social group
- use initiative and be self-directed
- work/play/interact with different groups in various settings
- be involved in activities free of stereotyping
- develop social skills and relationships

DO YOU THINK YOUR CHILD WILL BE ABLE TO:
- Sit and listen to the teacher read a story
- Listen without interrupting while another child speaks
- Take turns on playground equipment
- Learn the new routine of school
- Remember where his/her bag is kept at school
- Make friends at school

ACTIVITIES YOU COULD ENCOURAGE AT HOME:
- Outdoor play - skipping, dancing, rolling, climbing, catching, throwing, jumping, hopping, etc.
- Play with water and sand using different sized and shaped containers.
- Modelling with play dough or plasticine.
- Play with dress-up clothes, boxes, odds and ends - encourage your child to use his/her imagination.
- Drawing and painting with large crayons and brushes on pieces of paper.
- Cutting out and pasting. Play with construction toys.

HOW DOES YOUR CHILD LEARN?

The child learns to communicate, investigate and express through:-
- play
- sensory experiences
- informal interaction with others (parents, peers, teachers and community)
- role play
- participation in activities that involve first hand experiences
- interaction in a variety of situations for a variety of purposes
- the reactions and response of others
  motivation, stimulation and the opportunity to try new things having the confidence to persevere
WHAT YOUR CHILD WILL NEED FOR SCHOOL:

A change of Clothes:
As there is the occasional toileting problem at school, we ask that you keep a change of underwear in your child’s school bag.

Food:
We suggest that you send your child with an adequate amount of food for lunch. Some children become distressed if they cannot eat all that you have packed them. A sandwich, piece of fruit, one or two biscuits and a drink is usually quite sufficient. Recess food should be packed separately to avoid confusion at eating time.

Please label EVERYTHING with your child's name,
- school case or bag
- lunch box and a plastic drink bottle
- raincoat and hat
- a handkerchief
- cardigan, jumper or jacket
- an old shirt or smock to protect clothes during painting
- a library bag
- a sun hat

You can be of great help to us by sending along with our child on the first day.
- a box of tissues
- a spare pair of pants (which can be kept in your child's school bag)

We would greatly appreciate any donations of pants which can be kept in our emergency supply.
Original School

A formal application was made by concerned parents in April, 1895 for a public school at Barooga as the closest school was at Tocumwal, twelve miles away.

This application was not approved but a further application the same Year for a provisional school was granted and in 1896 the school was opened.

Eleven boys and nine girls were attending the school in that year.

In July 1898 Barooga School was upgraded to a public school.

A detailed history of Barooga Public School can be had by reading:

"Barooga Public School 1896-1996 100 years of Education"

Aboriginal Inhabitants

In 1838 Sturt passed through the area. He discovered that the Aboriginal population was denser along the Murray River than elsewhere. The main factors were permanent water, abundant food supply and raw materials.

The tribe which inhabited our area was the Jeithi Tribe. The tribe usually consisted of up to 150 people. They shared a common language and moved only within their own area. Their diet consisted of fish, possum, rat, kangaroo, tortoise, ducks, vegetable food, e.g. roots, yams, water lily tubers, seeds, sow thistle dandelion, wild fruits, tadpoles, yabbies, grubs and ant larvae.

The Aboriginal Society was greatly affected by European settlement in our area as all areas.

The constant water supply, fertile soil and plentiful natural resources along the Murray were also attractive to the first settlers so they began to lose their land to these European farmers very quickly.
Early Settlement

The earliest official map of the Barooga area is the Squatters Map of 1867. It shows that the Barooga Settlement lay in an area known as Boomanoomana Station. Boomanoomana Station consisted of 100,000 acres. It was bordered by Barooga Station in the west and the Murray River in the south. The area of the Barooga Station was also about 100,000 acres.

Steam Boats

The first steamer to pass the Barooga area was the "Lady Augusta" in 1854 under the command of Captain Cadell. Many steamers passed during the 1860's and 1870's trading between Albury and Echuca. They transported wool and delivered provisions. In 1883 when the Victorian and New South Wales railways linked at Albury, this trade declined.

Still further decline occurred when the railway reached Cobram in 1888. The few steamers left around the areas were used mainly for hauling logs to the saw mills.

Bridges

The Murray River Bridge was completed in 1902 at a cost of 17,000 pounds. The current Bullanginya Lagoon Bridge was constructed opposite the Barooga Hotel in 1981.

During the 1917 floods a section of the road between the Murray river Bridge and the Bullanginya Lagoon was washed away. The local people rallied around and built a bridge across the washed away section. Thus the reason for it being called People's Bridge.

Reference: "Barooga and Districts - Yesterday and Today"
Near the banks of the Murray River
In the shade of the Peppercom trees
There's a place where we spend most of the time
From nine o'clock 'til three
At Barooga there's a famous golf course
And an indoor swimming pool
But best of all in Hughes Street
Is our hundred year old school

Chorus
We are the kids from Barooga, Barooga, Barooga,
We are the kids from Barooga
Barooga Public School

Cottadidda, Murray and Bullanginya too
Are the houses to which we belong at Barooga Public School
Our colours are maroon and gold
You'll always see them shine
In class or when we're playing sport
From the first bell to home time

Chorus
We are the kids from Barooga, Barooga, Barooga,
We are the kids from Barooga
Barooga Public School