

**BIRREGURRA
PRIMARY SCHOOL**
Living & Learning Together



**Senior Learning Community
Information Booklet
2026**

2026 STAFF STRUCTURE



Jessica Kattwinkel
Principal



Kate Leigh
Business Manager



Genevieve Erskine
Prep/1 Teacher



Jaymie Lowe
Grade 1/2 Teacher



Claudia McLaren
Grade 2/3 Teacher



Gemma Welsh
Grade 3/4 Teacher



Alistair Burrell
*Grade 3/4 Teacher
/ Learning Specialist*



Madi Dillon
Grade 4/5 Teacher



Dom Connor
Grade 6 Teacher



Brendan King
*Health & Wellbeing
Leader / PE*



Donna Williams
Art / STEAM Teacher



Abbey Ritchie
LOTE Teacher



Kelly Rogers
STEAM Teacher



Beth Marwood
Education Support



Bree Egan
Education Support



Hannah Zappelli
Education Support



Liv Roberts
Education Support



Suzanne Bath
Chaplain



Welcome to our innovative and active Senior Learning Community!

Our Philosophy

Motto:

'Living and Learning Together'

Vision:

'An inclusive community that supports and encourages a love of learning and the skills and mindset to thrive.'

Mission:

In order to fulfil this vision, we nurture our students to:

- be independent lifelong learners who are well equipped to meet the challenges of an ever-changing world
- think and learn through problem solving
- achieve personal success and excellence
- demonstrate ethical, social and environmental responsibility
- be active, happy, engaged and productive citizens

Values:

At Birregurra Primary School we value C.A.R.E:

Community - growing positive partnerships between school, home and the broader community

Aspire - setting goals and purposefully working towards their achievement

Respect - for self, others, learning and our environment

Excellence - striving for the highest personal achievement in all aspects of schooling.

We apply these values in our everyday dealings with each other and in the development of our programs and policies. In our school community these values are demonstrated when:

- learners are at the centre of our teaching and learning
- teaching and learning programs encourage deep understanding and a sense of the importance of learning

- students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated, life-long learners
- all students are encouraged to achieve their personal best in all that they do
- members of the school community show great confidence in one another and themselves
- students, teachers and parents feel that they are always treated fairly
- students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active and responsible citizens.

What is a Senior Learning Community?

The Senior Learning Community at Birregurra Primary School (BPS) consists of students in Years 3, 4, 5 and 6. Generally, students range in age from 9 to 13 years. We encourage and support our students' individual strengths and interests. We address their learning needs as unique individuals and take care to provide learning tasks that are authentic, relevant and engaging. Each student's interests, stage of development and individual learning goals are catered for. We ensure that students are working toward a Victorian Curriculum Standard that is developmentally appropriate.

While students at BPS are supported to achieve their personal best, they are also encouraged to work together and share ideas and understandings as successful learning team members. Our students are provided with opportunities to further develop skills in communication and negotiation. We encourage our students to perform leadership roles confidently and responsibly.

Classroom Agreement / Core Values

At the beginning of the year, each class within the Senior Learning Community develops a classroom agreement in consultation with students, allowing and encouraging their input into the process.

Some key elements within the agreement may include:

Getting Along-

- Being tolerant of others (accepting each other's differences)
- Thinking first (considering my reactions and the potential consequences)
- Playing by the rules

Being Confident-

- Accepting myself (recognising everyone's worth and embracing differences)

- Taking new risks (trying new things, even if initially challenging)
- Being independent (not worrying about others' opinions)

Being Persistent-

- Giving effort (understanding that the harder I try, the more successful I will be)
- Working through challenges (acknowledging that sometimes I have to do things that are boring or less enjoyable)

Being Organised-

- Setting goals (both long-term and short-term)
- Planning my time effectively (ensuring everything gets completed)

Being Resilient-

- Keeping things in perspective (using the catastrophe scale)
- Using positive self-talk (cultivating rational thoughts)

School Values	School Expectations	At all times	During transitions	Whole group	Small Group	Independent Work	Needing Help
Community	Be part of the community	<ul style="list-style-type: none"> ★ Act responsibly with school property: Care for books, technology, furniture, and return outdoor equipment. ★ Clean up after yourself: Always leave spaces tidy and ready for others by cleaning up your own mess ★ Use your manners: Say "please," "thank you," "excuse me," and greet others politely. 	<ul style="list-style-type: none"> ★ Language matters: Be mindful of your use of language ★ Move mindfully: Walk calmly without damaging plants, displays, or equipment ★ Use resources wisely: Only take what is needed (e.g., paper towels, art supplies). 	<ul style="list-style-type: none"> ★ Share your best learning: Be prepared to share ★ Support your peers: Help others and answer questions as required. 	<ul style="list-style-type: none"> ★ Everyone belongs: Include everybody and be kind, take turns and share roles within the tasks ★ Listen to others: Be kind and accept others' opinions and thoughts ★ Have a go: Be willing to try things and participate, work equally. 	<ul style="list-style-type: none"> ★ Online safety: Behave safely online and stay on the instructed websites or apps ★ Limit distractions: Focus on your work to reduce distractions for others. 	<ul style="list-style-type: none"> ★ Ask questions: Clarify information, instructions and tasks ★ Be helpful: Help others when you can, especially when you notice someone is sad or struggling.
Aspire	Set goals and work hard	<ul style="list-style-type: none"> ★ Your actions count first: You can only control your actions ★ Remember your purpose: Think about what you want to achieve and what your education will help you to do in your future ★ Bring a growth mindset to learning: Try your best and learn from mistakes. 	<ul style="list-style-type: none"> ★ Lead by example: Be a role model, demonstrate appropriate behaviour, and support others by lining up safely and calmly ★ Listen: Follow instructions quickly and listen to directions. 	<ul style="list-style-type: none"> ★ Encourage others to achieve daily/ weekly goals ★ Reflect on classes daily/weekly goal through daily exit routine. 	<ul style="list-style-type: none"> ★ Support others to be their best ★ Participate equally to achieve goal/outcome. 	<ul style="list-style-type: none"> ★ Be organised: Have necessary materials ready for learning ★ Complete your assigned task in a timely manner. 	<ul style="list-style-type: none"> ★ Use strategies to help you: Seek an alternative - Ask a classmate, use classroom resources, raise your hand and let a teacher know you need help ★ Be prepared to think outside the box: Sometimes the answer isn't the obvious way, continue to try and seek help to be your best.
Respect	Respect others	<ul style="list-style-type: none"> ★ Mirror your actions: Treat others with kindness and respect ★ Personal space is important: Keep your hands and feet to yourself. 	<ul style="list-style-type: none"> ★ Be direct: Go directly to your destination ★ Be aware of your volume: Use inside voice. 	<ul style="list-style-type: none"> ★ Take turns: Raise your hand to share ★ Listen actively: Listen when others are sharing. 	<ul style="list-style-type: none"> ★ Be inclusive: Share equipment, take turns, encourage others to join in. 	<ul style="list-style-type: none"> ★ Think about why you are talking: Limit noise when there is no reason to talk ★ Focus only on your task. 	<ul style="list-style-type: none"> ★ Raise up: Raise your hand and let a teacher know you need some help ★ Acknowledge respect: Be kind and respectful and alert teachers when others are not modelling respectful behaviour.
Excellence	Always do your best	<ul style="list-style-type: none"> ★ Set goals: Focus on what you want to achieve and work hard ★ Persist: Continue to try even when tasks are challenging. 	<ul style="list-style-type: none"> ★ Move safely: Walk and transition safely and calmly when moving between any spaces (classroom, playground, specialist areas). Gather what you need quickly so you're ready to move on to the next activity or place ★ Be organised: Tidy your workspace and keep your materials ready to go. 	<ul style="list-style-type: none"> ★ Be prepared to learn: Engage with the lesson by listening to peers and contributing to discussions ★ Turn and Talk: Keep discussions on-task and relevant to teacher direction. 	<ul style="list-style-type: none"> ★ Be organised: Be organised and have materials ready, keep your space tidy ★ Inside voice: Use a quiet voice so everyone can concentrate ★ Collaborate: Listen to the ideas of your group members and share your thoughts, ideas and opinions with the group. 	<ul style="list-style-type: none"> ★ Focus on your work: Start tasks immediately, ignore distractions, and use time wisely ★ Work Quality: Complete your work demonstrating the workbook expectations. 	<ul style="list-style-type: none"> ★ Seek help: Ask a classmate, use resources, then ask a teacher or ES ★ Ask specific questions: Know exactly what you need help with (the whole task, one question, etc) and have the materials ready so that you can be helped straight away.

Behaviour Management

At Birregurra Primary School, we see behaviour as communication and an opportunity for growth. Every behaviour a student demonstrates, whether reflecting our school values or needing support to meet expectations, provides a chance to learn and develop skills, reflect on actions, and strengthen relationships. We are committed to working in partnership with parents to understand the factors influencing behaviour and to provide the support students need to thrive socially, emotionally, and academically.

We have extended our use of XUNO notifications to support positive behaviour and ensure all students can learn in a safe, respectful, and focused environment. This approach responds to parent opinion survey data, which highlighted that families felt our approach to promoting positive student behaviour could be more consistent. These notifications are designed to provide clarity and consistency for all families, as well as give a clearer picture of how your child is participating at school.

Respectful Relationships

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staff rooms, sporting fields, market days and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

With the Respectful Relationships curriculum there are 8 topics that are covered across the year. These include:

- Emotional Literacy
- Personal and Cultural strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender Norms and Stereotypes
- Positive Gender Relationship



Chaplaincy Program

The Chaplain's role includes the pastoral care for the members of school and wider community. Responding to issues and critical incidents as they arise, as well as facilitating proactive relationship building, small group delivery and programs to ensure improved wellbeing outcomes for young people and their communities.

Chaplaincy's role within the school community is to provide the link needed between the physical and psychological wellbeing of the students, parents/caregivers and teaching staff, ensuring that a holistic approach is undertaken as it seeks to produce resilient, resourceful, competent and successful individuals. As chaplain, duties include (but are not limited to):

- Building relationships and being present in the school community
- Implementation of preventative and proactive programs
- Supporting classroom activities or individual students in class
- Assist on school excursions or camps if required
- As needed accompany child or parent to mediation and or court appearances liaise with various service providers and local councils
- Home visits if essential to the child's wellbeing
- Intervention and trauma support in crises and emergencies.

Chaplains deal with a wide range of issues, including:

- behaviour management;
- social relationship issues such as anger, peer relationships, loneliness and bullying;
- family relationship issues;
- the development of the self - sense of purpose, self-esteem, and mental health;
- the involvement of students in the community;
- addressing issues of social inclusion and racism.

In 2026, our Chaplain, Suzanne Bath, will continue to work alongside our teaching team, supporting students and families with identified needs.

Restorative Practice

What is Restorative Practice?

Restorative practice is an approach that aims to repair and improve relationships between members of a community. In schools, restorative practice might be used when a pupil is disruptive, breaks agreed rules, damages property or treats others inappropriately.

Restorative practice is led by needs and driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability.

Why use Restorative Practice?

Research indicates a wide range of benefits for schools that adopt restorative practice including improved school attendance, increased staff confidence when dealing with conflicts and bullying, and increased social and emotional competencies. In addition, schools using restorative practice report a reduction in bullying incidents; that pupils are more likely to say that they feel safe in school; improved academic performance; an improved understanding of right and wrong; improved relationships across the whole school.

How can we utilise restorative practice?

Restorative practice works best when there is a culture of empathy and trust. This ensures that people can discuss their feelings openly without the fear that further harm will be caused. When facilitating a restorative conversation, students are encouraged to reflect on their behaviour by responding to these questions:

- *Can you tell me what happened?*
- *What were you thinking/feeling at the time?*
- *How have you been thinking/feeling since it happened?*
- *Who do you think has been affected by your actions? How were they affected?*
- *What could you do now to help make things right?*
- *How can we prevent this from happening again in the future?*
- *What can I do to help you?*

These habits are *inclusive, create community, develop problem solving* around day to day difficulties, *build confidence* and embrace the concepts of being *safe, fair and friendly*.

Mathematics

At Birregurra Primary School, we aim to develop each student's mathematical skills through the four key proficiencies: understanding, fluency, reasoning, and problem-solving.

We explicitly teach students to develop positive mathematical dispositions, encouraging them to see themselves as capable and confident mathematicians. We focus on fostering a growth mindset, helping students understand that we are **all mathematicians** and that mistakes are a valuable part of learning.

Our approach supports students to:

- **Develop useful mathematical and numeracy skills** for everyday life and work, enabling them to act as active, critical citizens in an increasingly technological world.
- **Become confident, proficient, effective, and adaptive users of mathematics** who can apply their skills to various real-life situations.
- **Communicate and interpret mathematics effectively**, investigating and representing problems, thinking critically, and making informed decisions as numerate, engaged citizens.

What a 1 hour Maths block looks like:

- **Maths Fluency** - Fluency in a maths lesson helps students practise skills so they can solve problems quickly and accurately. (Timestables Rockstars, Game Based, Number Talks)
- **Daily Retrieval** (Daily retrieval in maths is a short, regular practice where students recall and apply previously learned concepts to strengthen memory and help learning stick over time.)
- **Whole class explicit teaching focus** - Explicit teaching in maths follows the I Do, We Do, You Do approach, where the teacher first models the strategy, then guides students through practice together, and finally supports them to work independently with confidence.)
- **Reflection** -gives students time to think about what they learned, explain their strategies, and identify what they need to work on next.

Last year, all Victorian government schools started using the Mathematics Curriculum 2.0. Under this curriculum, your child's teacher reports against the achievement standard as a whole, providing a single, aggregated score across the 6 strands. (Number, Algebra, Measurement, Space, Statistics and Probability.). This year, growth in your child's learning will be clearly shown on reports, reflecting the implementation of the curriculum last year.

Literacy

The Senior Learning Community utilises a structure that supports students to develop the daily habits of reading, writing, spelling, exploring vocabulary and working independently; leading to a lifetime of literacy independence.

We have a focus on the writing process of planning, drafting or composing, revising or editing, and publishing, actively involving students in purposeful writing around which both their authorial and secretarial skills and understandings can develop.

In the Senior Learning Community students begin to move from learning to read, to reading to learn. This is achieved by focusing on strategies such as Comprehension, Accuracy, Fluency and Expanding Vocabulary and includes goal-setting with students during individual conferences.

Sound Write Program

Sounds Write is a highly structured program that helps students develop the essential skills needed for reading and spelling.

In the senior community, students participate in explicit teaching that builds on their phonics skills and focus on developing confident writers.

These lessons help students understand that:

- Sentences are the building blocks of writing.
- Words are the foundation of every sentence.

Our explicit teaching sessions also explore:

- **Vocabulary** – learning new words and their meanings.
- **Morphology** – understanding how words are formed.
- **Etymology** – discovering the history and origins of words.

Together, these lessons help students grow as skilled readers, spellers, and writers, giving them the tools to communicate effectively and understand the structure of the English language.

Daily Retrieval

Each day, students engage in a 'Daily Review'. This practice helps consolidate their understanding and build fluency in essential literacy concepts. It also ensures students have the prerequisite skills needed for the day's lessons, boosting their confidence through consistent, sequenced practice.



Fluency

Fluency is a vital part of reading instruction in Years 3–6 because it plays a key role in supporting strong reading comprehension. As students become more skilled at decoding words through phonics, they also need to develop automatic, fluent reading to fully understand and engage with what they read.

In the senior years, fluency lessons focus on helping students read smoothly, accurately, and with expression (prosody). Oral reading fluency acts as a bridge between automatic word recognition and deep comprehension.

Paired Reading Fluency is a key strategy used in Years 3–6 to support this development. It is a highly effective approach that provides students with daily fluency practice. Students are paired together to read either word lists or connected texts, taking turns to read aloud. This regular practice helps build confidence, accuracy, and reading stamina, all of which contribute to improved reading comprehension.

Handwriting

Handwriting is an important skill that improves with regular practice and is essential for many life tasks. Each day, students have time to work on developing and refining their handwriting, focusing on correct letter size, formation, and placement on lines. Clear and legible handwriting helps students present their work with confidence and pride, making it easier to share their ideas and achievements with others. In addition, strong handwriting skills are valuable life skills, helping students communicate effectively in everyday situations, such as writing notes, filling out forms, and completing tasks at school and beyond.

Text-Based Units

Text-based units are a great way to help students develop skills and knowledge that link to the language and literature components of literacy simultaneously. There is a strong and consistent body of evidence demonstrating the impact of high-quality texts on students' literacy outcomes. At BPS, we are committed to developing a text-rich curriculum that is intentional and sequential, with the view to building knowledge, vocabulary, and exposure to/ability to access a range of complex texts. Our text-based units, adapted from evidence-based Ochre and Arc lesson sequences, aim to support students in developing their comprehension.

The units provide opportunity for the following:

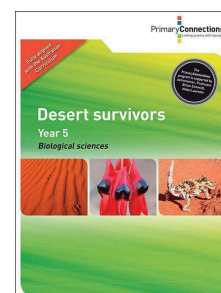
- Comprehension monitoring (students are taught how to become aware of when they do not understand and what to do about it).
- Graphic organisers and story mapping (students are taught/provided visual scaffolds for text structure and sequencing).
- Question answering (students respond to carefully developed questions from the teacher).
- Question generation (students are taught how to develop their own questions about the text during reading).
- Summarising (students are taught how to remove redundant or less important information/they are taught how to focus on what is most relevant).
- Using multiple strategies at once (reciprocal teaching - predicting, clarifying, questioning, summarising).
- Cooperative learning (using strategies in small groups rather than with the teacher).
- The units incorporate key elements including text level reading, text level writing, vocabulary and sentence level writing and reading fluency, linking reading and writing.

Speaking & Listening

Speaking and listening are essential components of a child's literacy development, supporting their growth in reading, writing, and spelling. At BPS, we create opportunities for students to communicate effectively and cooperatively with their peers. We design learning experiences that promote language development, including activities such as questioning, answering, presentations, and shared reflection time. These opportunities allow students to discuss, explain, and deepen their understanding of what they are learning.

Science & Inquiry

At BPS, we utilise the wonderful Primary Connections 5Es teaching and learning model and resources. The units within Primary Connections are based on an inquiry-oriented teaching and learning model. Students use their prior knowledge and literacies to develop explanations for their hands-on experiences of scientific phenomena. Students have opportunities to represent and re-represent their developing understanding. They are actively engaged in the learning process. Students develop investigation skills and an understanding of the nature of science.



Teaching and learning progress through five phases: Engage, Explore, Explain, Elaborate, and Evaluate.

Engage

Each unit begins with a lesson that mentally engages students with an activity or question. It captures their interest, provides an opportunity for them to express what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.

Explore

Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.

Explain

Only after students have explored the concept or skill does the teacher provide the concepts and terms used by the students to develop explanations for the phenomenon they have experienced.

Elaborate

This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. Students need to discuss and compare their ideas with each other during this phase.

Evaluate

The final phase provides an opportunity for students to review and reflect on their own learning and new understanding and skills. It is also when students provide evidence for changes to their understanding, beliefs and skills.

In 2026, students will engage in the following inquiry units:

- **Term 1:** Launching Learners
- **Term 2:** History/Settlement
- **Term 3:** Sustainability (Science)
- **Term 4:** Democracy



We are excited to be offering STEAM again in 2026 while continuing to include STEAM activities in our Inquiry endeavours. STEAM promotes positive experiences of Science, Technology, Engineering, Art and Mathematics. It provides our students the skills and capabilities they need now and for the future. STEAM touches every aspect of our lives, from our smartphones to the technologies that enable us to explore the world around us

and outer space. It also drives innovation in our fast-changing global economy. To succeed in this environment, and for our students to continue to prosper into the future, they need a strong foundation in STEAM.

Physical Education

Students in the Senior Learning Community participate in weekly Physical Education (P.E.) and sports lessons. The P.E. program focuses on building fitness, developing sports skills, and promoting teamwork, cooperation, and enjoyment.



Students in Years 3 to 6 have the opportunity to represent the school in interschool athletics and cross-country events at district, regional, and state levels if they qualify. They may also participate in round-robin competitions in sports such as netball, football, cricket, and basketball. These experiences provide valuable opportunities to develop teamwork, confidence, and sporting skills.



Our school is also fortunate to benefit from the support of the Sporting Schools initiative. At different times throughout the year, students may have the opportunity to participate in Sporting Schools programs, which have previously included sports such as basketball, gymnastics, golf, and tennis. These programs provide students with the chance to try new sports and further develop their skills.

Swimming

In 2026, students in the Senior Learning Community will participate in swimming lessons at Bluewater in Colac. Lessons will take place each Friday afternoon in Term Two for an eight-week period. Lessons involve a half-hour practical lesson in the pool as well as a water safety lesson, supporting students to develop their knowledge of how to be safe in and around the water.



ICT

(Information Communication Technology)

Students in the Senior Learning Community have access to a range of ICT tools, including iPads and laptops. Each classroom is equipped with a flat-screen television and access to Apple TV, enhancing teaching and learning experiences. Laptops are currently used as tools to support learning across various curriculum areas. Protocols and guidelines for internet use, including computer etiquette and cyber safety, are regularly updated to ensure safe and responsible online behaviour.

In 2026, we will continue to expand our digital learning opportunities by incorporating virtual conferencing tools such as Google Classroom, Seesaw, and Webex. These tools will enable us to connect with other classrooms and teachers outside of our school, fostering collaboration and expanding learning experiences. Through virtual conferencing, we will also engage with experts and specialists from organisations like the Australian Centre for the Moving Image (ACMI), Museum Victoria, the Victorian Institute of Sport, and Arts Victoria, bringing experts directly into our classroom.

Our core focus remains on improving and enhancing student learning. By using contemporary tools to support students in thinking critically, analysing information, and constructing knowledge, we are providing exciting new ways to engage with learning. We look forward to sharing this journey with our students and community.

Specialist Subjects

Students attend specialist classes each week. These include:

- **Art** with Mrs Donna Williams - 1 hour sessions
- **STEAM** with Mrs Kelly Rogers (Prep - 3/4), & Mrs Donna Williams (4/5 & 6) - 1 hour sessions
- **Indonesian** with Mrs Abbey Ritchie - 1 hour sessions
- **PE** with Mr Brendan King - 1 hour sessions

Engaging in these specialist classes provides a multitude of benefits that contribute to students' overall development. These specialised subjects contribute to a well-rounded educational experience. Exposure to Indonesian enriches students' cultural awareness and



broadens their global perspectives, while Art classes encourage creativity and self-expression. STEAM sessions foster both critical and creative thinking.

Physical Education, exemplified by the Term One program with Mr. King, focuses on athletics training, promoting physical fitness, teamwork, and sportsmanship. This specialized preparation is particularly valuable as students prepare for School House Sports and the interschool Polwarth Sports.

The combination of these subjects ensures a holistic education, nurturing skills and values that extend beyond the classroom and into various aspects of students' lives.

Camps, Excursions & Incursions

2026 is set to be another busy and action-packed year!

Some of the planned and booked activities include:

- Urban Camp in Melbourne (**Term 2, 20th-22nd May**) for students in Grades 5&6 – more information to come.
- Sovereign Hill Camp in Ballarat (**Term 3, 26th-28th August**) for students in Grades 3&4
- GRIP Leadership Course (for **Grade 6 students - 12th May**).
- Life Education sessions focusing on puberty health promotion (**30th July**).

Every year, we participate in a variety of exciting excursions and incursions, including cultural and educational visits. We are excited to share these enriching experiences with you. Be sure to keep an eye on the weekly school newsletter for more information!

Student Leadership

Senior Learning Community members are encouraged and supported to undertake roles of responsibility throughout the school. Roles include the Buddy Program, recycling, waste management and sports shed monitoring. Students in Year 6 are eligible to be nominated and peer-elected as:

- School Captains
- House Captains for our four school houses: Sladen, Skene, Strachan and Beal
- Junior School Council representatives

Junior School Council

Students in Years 3, 4 and 5 are eligible to be elected to the Junior School Council (JSC). Our student leaders work collaboratively to organise whole-school fundraising events that support both our school community and a range of worthy local and global charities.

Under the guidance of Miss Dillon and Mrs Welsh, JSC members represent the student voice by sharing ideas, concerns and suggestions from their peers. Students learn how to listen respectfully, work as part of a team and make decisions that positively impact others.

Being part of the Junior School Council helps students develop leadership skills, confidence and a strong sense of responsibility. Members are encouraged to show initiative, demonstrate kindness and act as positive role models throughout the school. Through their involvement, students gain a deeper understanding of civic responsibility and the importance of contributing to their community.

Buddy Program

In the initial weeks of school, Prep students are supported by a Year 6 buddy, fostering a strong and supportive connection between the two. These senior buddies play a pivotal role in helping the Prep students transition from Preschool to school, making the experience smoother and more comfortable. The Year 6 students enthusiastically embrace the opportunity to serve as buddies, finding joy in assisting and guiding the new Preps during this crucial phase of their academic journey. This buddy system not only supports the practical aspects of transitioning but also fosters a sense of companionship and mentorship within the school community.

Sustainability

Sustainability is a whole school curriculum focus. Classrooms encourage recycling, composting and 'nude food' (food without packaging) to help minimise waste. Students are also encouraged to switch off power when it is not needed, conserve water and think responsibly regarding all aspects of the environment.

Homework

Students in the Senior Learning Community are expected to read at home for a minimum of twenty minutes each day. They are also required to bring their diary to school daily,

with evidence of their home reading. Please support and encourage your child to develop a positive routine around their commitment to daily reading. In addition, students may be asked to complete any unfinished work or conduct research on inquiry-based topics. Weekly Maths homework sheets will begin from Week 2. These will be distributed on a Monday and due back the following Monday. These are designed to consolidate and review various mathematical concepts.



Student Learning Diaries

Each student in the Senior Learning Community is provided with a diary. This diary is for recording home reading, homework tasks and important dates. Teachers will also use student diaries to communicate with home and welcome parents to do the same.

Student diaries are a great way to communicate day-to-day messages. We are also more than happy to be contacted by phone, email or XUNO to make an appointment to discuss your child's progress and wellbeing. No matter is too big or too small for our shared attention.

Contact details for all senior school teachers are as follows:

Grade 2/3 - claudia.mclaren@education.vic.gov.au

Grade 3/4 - gemma.welsh@education.vic.gov.au / alistair.burrell@education.vic.gov.au

Grade 4/5 - madison.dillon2@education.vic.gov.au

Grade 6 - dom.connor@education.vic.gov.au

Mental Health & Wellbeing Leader - brendan.king@education.vic.gov.au

Reports & Interviews

Parent-teacher conversations are scheduled every term to facilitate open communication and collaboration. Comprehensive reports, detailing students' progress and achievements, are sent home toward the conclusion of Terms 2 and 4. Throughout the academic year, student learning goals are established and regularly reviewed to ensure continuous improvement. In instances where additional support is needed, Individual Education Plans (IEPs) may be formulated and put into action to address specific needs and enhance overall learning experiences. This proactive approach aims to engage both parents and teachers in the ongoing educational journey, fostering a supportive and enriching environment for each student.

Parent & Community Helpers

We welcome and appreciate parent, family or community helpers at BPS. From listening to reading to helping in the garden or during clubs, a thriving learning environment is further enriched with community support. If you have some time or skills to share please contact us. We would love to hear from you.



Other Useful Information

School Website:

Information regarding special events, school calendar, excursions, newsletters etc. can be found on the school website: www.birregurraps.vic.edu.au



For those with Smartphones, information about Birregurra P.S. can be downloaded from the **Xuno App**

Student Absences

Preferred means of communication for student absences is via direct communication with the school office: verbal (in person or via phone) or written (via email or XUNO app).

Contact details -

School office: 5236 2222

School email: birregurra.ps@education.vic.gov.au

Assembly

School Assembly is held every second Friday at 2:45 pm. Dates are available in our weekly newsletter. Parents and families are welcome to attend. During the assembly, whole-school news is shared, and student achievements are recognised and celebrated. Each assembly features a class presentation—be sure to check the newsletter for the schedule and when each class will be presenting.

Lunch Orders

We are incredibly fortunate to have dedicated parent volunteers who generously give their time to prepare, organise, and distribute lunch orders from our school kitchen. Their efforts ensure that students enjoy delicious meals while fostering a strong sense of community within our school.

Paper Order Form Information

- Order forms will be sent home each Friday afternoon.
- Completed forms and payments are due back by Wednesday.
- Lunch orders will be provided on Friday.

Payments

Payments can be made at the office via EFTPOS, or alternatively BPay, direct deposit, or credit card using the XUNO platform.

Hats

From mid-August (exact date to be set by the school annually) to 30 April, all students must wear a sun protective hat that shades the face, neck and ears for all outdoor activities. Hats may also be worn for all outdoor activities outside of the August to April time period, by parent or student choice.

Healthy Eating

Students are encouraged to have a water drink bottle in class. Fruit breaks are offered during the morning when students are allowed to snack on fruit and veggies. As part of our school-wide environmental awareness program, we encourage 'nude food'. This initiative also helps us limit the number of wrappers in our school grounds.



Personal Items

Please ensure that all items are clearly named. Lost property is more readily returned when labelled.

Uniform

Children are expected to wear the school uniform consistently, including broad-brimmed or bucket hats as specified above. Additionally, it is recommended that students bring their own sunscreen. We kindly request that children avoid bringing precious or expensive items to school, as any personal belongings brought on the premises are not the responsibility of the school.

Payments

Payments can be made at the office via EFTPOS, or alternatively BPay, direct deposit, or credit card using the XUNO platform.

Item	Sizes Available	Price
Short Sleeve Polo	4, 6, 8, 10, 12, 14	\$25.00
	16	\$27.00
Long Sleeve Polo	4, 6, 8, 10, 12, 14	\$27.00
	16	\$29.00
Hoodie	4, 6, 8, 10, 12, 14	\$41.00
	16	\$45.00
Windcheater	4, 6, 8, 10, 12, 14	\$30.00
	16	\$34.00
Bomber Jacket	4, 6, 8, 10, 12, 14	\$40.00
	16	\$44.00
Rugby Shorts	4, 6, 8, 10, 12, 14	\$22.00
	16	\$25.00
Microfibre Shorts	4, 6, 8, 10, 12, 14	\$21.00
	16	\$23.00
Soft Shell Jackets	4, 6, 8, 10, 12, 14	\$66.00
	16	\$72.00
Double Knee Track Pants with zip pockets	4, 6, 8, 10, 12, 14	\$27.00
	16	\$32.00
Wide Brim Hat	S, M, L, XL	\$12.00
Bucket Hat	S, M, L, XL	\$9.00
School Bag	-	\$65.00
Beanies	One Size	\$20.00

Feedback

We appreciate the trust you place in us to work with you in raising your child. Education is our focus and we strive to provide a rich learning environment. ***We are constantly looking for ways to improve and your feedback is encouraged.*** If you have any thoughts or ideas as to how we can improve, please let us know.

Thanks for reading all this information. If you have further questions, please do not hesitate to reach out to one of us!

Claudia McLaren, Alistair Burrell, Gemma Welsh, Madi Dillon &
Dom Connor

Senior Teaching Team

