



# PARENT HANDBOOK

Ph: (07) 40780444

Fax: (07) 40617012

Email: [principal@goondiss.eq.edu.au](mailto:principal@goondiss.eq.edu.au)

Website: [www.goondiss.eq.edu.au](http://www.goondiss.eq.edu.au)

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## Foreword by the Principal

Dear Parents,

Thank you for choosing our school.

Goondi School is a Prep to Year 6 primary school situated in Innisfail in the heart of the beautiful Cassowary Coast. It caters for some 370 students and has a wonderful blend of town and country children. Our students are drawn from residential suburbs, small acreage properties and extensive banana and cane farms.

Goondi State School is held in high regard by the Innisfail community and we are immensely proud of the standard of education we provide for our students. Much of our success is attributable to the following school qualities.

- A strong focus on literacy and numeracy delivered through highly structured English and Mathematics programs that ensure our students have the necessary skills to participate in all aspects of learning.
- The use of high-yield research-based teaching methods such as Explicit Teaching and Direct Instruction coupled with regular consolidation teaching episodes on a daily basis.
- Relevant, interesting and engaging curriculum units that broaden our students' experiences in Science, Technology, History, Geography, HPE and The Arts.
- Genuine integration of IT into units of work and a commitment to keep pace with interactive technologies.
- A hold on traditional values such as high expectations, strong discipline, respect, and pride in our school.
- A team approach to planning curriculum and teaching to ensure consistency in what is being taught and the standards expected.

In terms of facilities our grounds are the envy of many. With five hectares of ovals and playing fields we place a strong emphasis on developing physical fitness and skills in our students through daily endurance running and regular inter-house and inter-school sporting fixtures.

Music also plays an important role in our overall curriculum and the school has an extensive instrumental music program and senior and junior choirs.

Our school motto is "Dare to Do Well" and this is reflected in all aspects of our school with staff consistently aiming towards best practice and students striving to be the best that they can be. As principal of the school I am privileged to be part of such a quality learning community.

I invite you to share in what we do by reading this handbook. It aims to answer many of the questions asked by parents and I urge you to familiarise yourself with its contents and to keep it on hand for easy reference throughout the year.

If you require further clarification about any aspect of your child's school life, we invite you to discuss this with your child's teacher or the school administration.

Regards,

Peter Begemann  
Principal

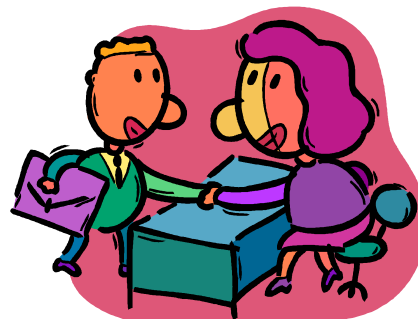
# COMMUNICATION

## APPOINTMENTS

Teachers welcome regular parent contact and we realise that there will always be times in the mornings and afternoons when parents wish to pass information onto teachers and vice versa. This usually takes a minute or two and is a necessary part of school life. **Parents need to be mindful however that if they wish to discuss an issue at length (more than one or two minutes) then they should make an appointment with the teacher.**

Making an appointment avoids inconvenience to either parent or teacher. The school does not permit parent-teacher interviews while the teacher is in charge of the class, as they interrupt teaching and learning and inhibit the supervision of students.

Appointments are best made through the office either in person or by phone. By making an appointment you are assured that the interview will be conducted in a quiet area free from class distractions where your child's teacher can give the issue at hand their undivided attention.



## COMPLAINTS

Schools are complex organisations. Because there are so many members of staff, parents and students, occasionally communication is inadequate, leading to misunderstandings. A solution to your concern is achievable only if direct, non-threatening contact is made with the school, and sooner rather than later.

Your child's classroom teacher should be your first port of call as often misunderstandings and concerns are solved at the classroom level. If after making contact with your child's teacher you are not satisfied with the outcome, an appointment can be made with the Principal or Deputy Principal.

Should you feel that the outcome from meeting with the Principal is not satisfactory you may choose to refer the matter to the Regional Education Office. The school will provide you with contact details upon request.

## HELPING AT SCHOOL

By helping at school you display to your child that you value education. Students love seeing their parents at school and taking part in school activities. Younger students certainly are very open with their appreciation and there is nothing quite like hearing a young student proudly acclaim to his peers, "My mum's coming in to help today!"

Although older students sometimes give you the impression that it is "uncool" to have your parents at school, they are secretly very proud of your involvement, particularly if you are invited in because of your knowledge or expertise in a particular area.

The following are some of the ways you can help at our school:

- helping in the tuckshop
- attending P&C meetings
- attending working bees
- accompanying excursions when needed
- volunteering to help in the classroom with reading, changing books, group work etc.
- assisting in fundraising
- assisting with sporting activities
- assisting with art and craft activities
- attending parent evenings and workshops

- making regular contact with your child’s teacher and inquiring if they need help with anything.
- sharing any expertise you may have .

The benefits of parents helping at school include:

- improved children’s learning
- parents being better informed
- closer rapport with teacher and support staff
- parents being well known to staff
- parents being well known to other parents
- your own children will be encouraged and aided by your involvement

### **NEWSLETTER**

To enable you to become familiar with school activities and happenings, the school sends home a newsletter fortnightly on **Wednesday**. The newsletter is sent home with the youngest in the family.

It is one of the most effective ways we have of informing you of school happenings in advance. Because it is an important contribution to school life, you are advised to actively seek the newsletter from your child on Wednesday afternoon.

The newsletter contains the following:

- Monthly and term calendar of events.
- Reports on school activities and upcoming events.
- Photographs of “Students of the Week” from each year level.
- A “Classroom Capers” section which explains what is happening in each year level in terms of curriculum.
- Notes and information from specialist teachers.
- Classroom classifieds.
- Community notices.
- Flyers and permission notes.



### **P&C ASSOCIATION**

Our P&C Association plays an active role in providing the best possible learning environment for our children. Meetings are held at the school on the **third Monday** of every month commencing at 7:30 pm in our school library. Any parent or community member can become a member of the association. Opportunities are given to all members to put forward ideas that would improve our school’s learning and teaching resources and our physical environment. Through the P&C, members are also invited to participate in the school’s strategic planning.

P&C meetings are also used by the Principal to obtain feedback on proposed policy and program changes.

The P&C also oversees the operation of our tuckshop and employs a tuckshop convenor.

### **REPORT CARDS and PARENT-TEACHER INTERVIEWS**

The school sends home written report cards at the end of Semester 1 and Semester 2. The report cards report on student performance in the areas of literacy and numeracy as well as other key learning areas (subjects). A section of the report card also provides information on student effort and behaviour. Performance in the academic areas is rated on the following scales:

<i>Prep</i>	<i>Years 1-2</i>	<i>Years 3-6</i>
Applying	Very high	A
Making Connections	High	B
Working With	Sound	C
Exploring	Developing	D
Becoming Aware	Requires Support	E

Formal parent-teacher interviews are organised at the end of Term 1 and Term 3. These interviews provide you with an opportunity to discuss directly with the teacher your child's progress. Interviews are arranged by appointment and in general are 15 minutes in duration.

Although this is a formal approach, parents are most welcome to arrange for an interview with their child's teacher at any stage of the year to discuss progress or any concerns.

### **WHAT DID YOU DO AT SCHOOL TODAY?**

This is the question most commonly asked by parents of their children after school; and without doubt the most common reply is, "Nothin."

It is important for parents and children to openly discuss and share school happenings. To encourage children to talk about their school day try some of the following:

- Obtain a copy of the weekly timetable from your child's teacher so that you can ask specific questions eg. How was science this afternoon?
- Ask to see your child's books. These will give you an insight as to what your child is currently learning and will provide a good starting point for discussion.
- Ask questions such as: What did you enjoy most today/this week?
- Keep abreast of school and classroom happenings eg. Classroom Capers in the newsletter.
- Visit the classroom and its displays and talk to your child about these.
- Ensure that you are not always the one to ask the questions - share the responsibility amongst all family members.



The school's *Teaching and Learning Framework* has been designed to maximise learning and achievement for every student. It ensures a continuity of curriculum across year levels and phases to support ongoing student learning. It also aligns curriculum intent, pedagogy, assessment and reporting against mandated curriculum and state-wide standards.

### Curriculum Organisation

Our school curriculum is organised under three broad areas.

- Literacy – English Program
- Numeracy – Mathematics Program
- Other key learning areas (Science, History, Geography, HPE, Technology, The Arts)

Teaching at Goondi State School is characterised by the following:

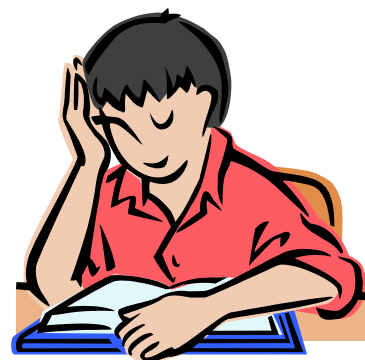
- Explicit teaching that focuses on the “I do, We do, You do, Revise” model.
- English and Mathematics Warm Ups that focus on moving student information from short term to long term memory.
- Classroom environments characterised by mutual respect, high expectations, challenging work, high student engagement and assistance for achievement by all students.
- The integration of new technologies in the teaching and learning process.
- Collaborative planning by teachers to design literacy and numeracy plans and units of work.
- Adopting consistent approaches to the teaching of certain program elements eg Reading, Spelling, etc.

### LITERACY

We live in a mass-media world and today literacy includes viewing and shaping images along with the reading and writing of texts so that students can interpret and create mass-media texts.

The school's literacy program revolves around the following elements:

- Reading
- Writing
- Speaking and Listening
- Spelling
- Grammar
- Punctuation



#### **Reading and Viewing**

Our school recognises the need to have a sequential structured reading program as part of our teaching of English. The program is founded on the need for students to practise reading every day and for teachers to teach reading in every year level.

Students progress through a set of core and supplementary readers in each level and move from one level to another at their own pace. This is complemented by the teaching of phonics, sight words, new vocabulary and comprehension skills. A reading profile is kept for each student and their progress is closely monitored.

In Years P-3 the emphasis is on teaching basic reading skills and most reading sessions during the day have students reading in ability groups based on our fiction and non-fiction levelled reading resources. In Years 4-6 the teaching involves more whole class and large group activities which focus on comprehension and reading strategies needed for multi-modal texts. Reading in this area can include many different texts (fiction, non-fiction, brochures, newspapers, magazine articles,

web pages, posters, diagrams, maps) and is usually linked to the English unit being studied. Literature and novel studies are also a feature.

Home reading is an important part of our school's program. Home readers are books that children select to take home to practise their reading. In the early grades the books students take home are based on the core readers of our school reading program. In the upper grades children will choose their own reading material predominantly from the school library. It is critical in the early years that parents set aside a time each afternoon to hear their child read. In the middle and upper grades there should also be a time set aside where children are encouraged to read.

## **Writing**

In Years P-3 the focus is on writing as a process in which meaning is constructed with words. The emphasis is placed upon the whole process of writing and not just the final product. It involves the children generating ideas or gathering information, drafting, revising, proofreading and sharing their writing.

In Years 4-6 the focus includes writing and shaping, to create mass-media texts (e.g. a magazine page or a web page). It involves the students in writing pieces of text, collecting or creating appropriate images, diagrams, symbols etc, planning layout and designing the visual impact of the whole text on the reader/viewer.

Students today are encouraged to write about real events and for real purposes more often than just story writing about a particular topic. Writing is not a separate subject. It plays an important role in all curriculum areas.

In order to communicate effectively in written language, children need to gain control over a number of different forms of writing. These are called 'genre' and can be divided into two general groups.

*NARRATIVE* genre: include personal recounts, diary entries, legends, poetry and adventure, fantasy, mystery and science fiction stories.

*INFORMATION* genre: include letters, messages, recipes, instructions, procedures, reports, descriptions and technical descriptions, news reports, explanations and persuasive texts.

"Writing on demand" is also an important part of the writing program where students are given a stimulus and then asked to write within a given timeframe. This is effective in preparing students for the NAPLAN writing task.

## **Handwriting**

Handwriting is an important aspect of the writing process. Attention in school is given to pencil grip, letter formation, spacing and fluency. It is important however not to focus so much attention on handwriting that it greatly affects the student's writing fluency, spelling or expression of ideas. The goal is to keep handwriting in perspective whilst encouraging children to develop their writing skills. The Caterpillar Writing Program is used in Prep for early handwriting.

## **Speaking**

Much of the school's speaking program mirrors the writing program. Students are taught a number of speaking genre as they progress through the year levels. In the lower levels the focus is on personal recounts (usually through morning talks), messages, manners, simple directions and retelling stories. In the upper school the focus is on the more complex speaking genre such as formal debates, persuasive speech and presenting oral reports with the aid of audio visual resources.

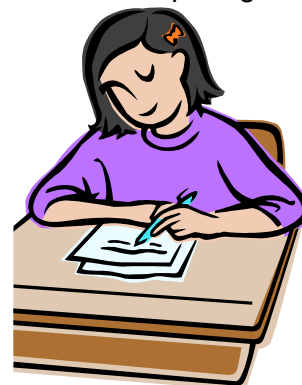


## Spelling

Contrary to popular belief spelling is still important and is taught as an aspect of the writing process. Our school uses the Spelling Mastery and Sound Waves programs to teach spelling in Years P-6. The Letter Land Program is also used in Prep. The school spelling program also includes core words to be taught and the vocabulary to be developed.

Helping your child with spelling:

- talk about words, their structure and meaning
- show your child how to use a dictionary or thesaurus
- encourage an interest in a wide variety of words
- refer to words in the home and community
- encourage proofreading and self-correction
- encourage approximations towards accurate spelling



Inventing spelling is the learner's way of approximating towards the conventional response. During the writing process, students are encouraged to approximate with their spelling so that the flow of writing (thoughts) is not interrupted. Children should not be discouraged from using words they feel unable to spell. Parents should accept spelling approximation during the writing process, but this does not mean acceptance of incorrect spelling in work for final presentation. If children are unable to approximate or experiment, their writing development may be inhibited through using only known or safe words.

## Grammar

Many people believe that grammar is no longer taught in schools. This is not the case. At this school an explicit grammar lesson is taught each week and regularly revised using "Warm Ups". The focus is on ensuring that each aspect of grammar taught can be used by the student to improve their writing. Students are taught both functional and traditional grammar.

## Punctuation

Punctuation goes hand in hand with grammar and is taught as part of sentence structure. An explicit punctuation lesson is also taught and consolidated each week. Lessons cover elements such as full stops, capital letters, question marks, exclamation marks, commas, quotation marks, apostrophes, colons and semicolons, hyphens and brackets (parentheses).

## NUMERACY

This school places a strong emphasis on the development of numeracy skills. The school program focuses on the areas of:

- NUMBER and ALGEBRA - Includes whole number, number facts, addition, subtraction, multiplication, division, estimation, fractions, money, ratio, percentage, patterns and functions, equivalence and equations.
- MEASUREMENT and GEOMETRY- Includes time, mass, length, area, volume, angles, plane shapes, 3D shapes, coordinates, line and symmetry
- STATISTICS and PROBABILITY - Includes graphs, data and chance.

The school uses Education Queensland's newly developed C2C mathematics program. This program has been written and developed to reflect the content of the new Australian mathematics syllabus. It also reflects current research into the teaching and learning of mathematics.

The programs consist of a series of teacher units for each year level. Each unit develops a mathematical idea or ideas over a period of five weeks. These ideas are revisited in related units throughout the year. The program also provides real-life contexts from which to explore mathematical ideas and has a strong focus on developing mental computation skills.

## **SCIENCE**

The teaching of science understanding comprises four areas.

### **Biological sciences**

The biological sciences sub-strand is concerned with understanding living things. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems.

### **Chemical sciences**

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures.

### **Earth and space sciences**

The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space.

### **Physical sciences**

The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. Through this sub-strand students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces.

## **HISTORY**

In this key learning area students investigate family history, local history and world history, looking at the ways our lives and communities have changed. This strand helps students to understand how our life and heritage today have been shaped by the ideas and actions of people in the past.

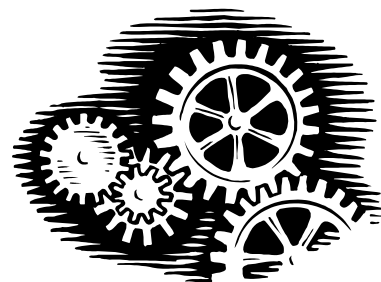
## **GEOGRAPHY**

In this key learning area learn about places, people, cultures and environments throughout the world. They also develop a deep geographical knowledge of their own locality, Australia, the Asia region and the world and the ability to think geographically, using geographical concepts.

## **TECHNOLOGY**

Often people confuse the key learning area of Technology with Information Technology (IT - use of computers and the internet). They are very different.

The key learning area of Technology provides opportunities for students to respond to design challenges by "working technologically". It focuses on providing students with opportunities to design, develop and use products to meet real-life and life-like design challenges.



## **INFORMATION and COMMUNICATION TECHNOLOGY (ICT)**

Developing computer literacy in our students is seen as a major goal at this school. The school is well equipped to pursue this with a variety of ICT resources throughout all year levels. The following is an overview of ICT resources students can access:

- All Computers in Years P-6 classrooms connected to the Internet and school intranet.
- A bank of laptop computers for use in ICT activities beyond the classroom.
- A research centre and a computer lab in our new library.
- Peripherals such as printers, scanners, digital cameras and data show projectors.
- Interactive White Boards (Smart boards) in all 19 classrooms including the technology rooms in the library.

### **Computer Network**

The school uses Education Queensland's Managed Operating Environment to manage all of its hardware and software. This environment consists of computers in classrooms and the library linked to a central file server by fibre optic cabling.

The file server, or central computer, stores a number of programs that the students can access from their classrooms. Its most important role however, is in storing student and teacher work on a daily basis. The file server allows students and staff to access their work and programs from any other computer in the school. The files server also allows students to maintain and add to their digital portfolio of work produced during the year.



To maintain security and the integrity of the system, every student is issued with a user name and a password. The use of a confidential password protects a student's work and denies access to their files by other students. Teachers and the System Administrator can gain access to student files. Password confidentiality is critical and students are taught never to share their password with others.

### **Internet**

At our school the Internet is used for two main purposes. It is used to search for information and to e-mail messages and documents. There are very few times when students surf the Internet and conduct independent searches for information. Most of the time students access "hot lists" of sites selected by teachers. The "hot lists" are placed on our school intranet and ensure that students have access to age-appropriate relevant sites. A "hot list" cuts down on the time students have to spend searching for relevant sites and reduces the chances of students coming across inappropriate sites. E-mail is used by students to communicate with other students, teachers, schools and relevant organisations under the direction of the classroom teacher. Students also e-mail projects and assignments home to work on them and then in turn e-mail them back to school for further completion.

All school Internet and E-mail traffic goes through Education Queensland's servers in Brisbane where it is screened for viruses and inappropriate sites. Although this is very effective, the World Wide Web is dynamic and constantly changing with new material and new sites being added daily from all over the world. No matter how effective the system is, there is every chance that from time to time inappropriate sites and viruses slip through. At the school level we employ the above practices to reduce the risk of this happening.

Students are required to sign an agreement not to attempt to misuse the internet by seeking out illicit information and/or visiting inappropriate sites. Students who do so will have their access rights suspended.

### **Peripherals**

The majority of computers in classrooms are linked to networked laser printers. Students however make use of a number of other peripherals in their day to day learning. These include scanners, digital still cameras, digital video cameras, interactive white boards and computer microscopes.

**School web site** - Our school web site address is: [www.goondiss.eq.edu.au](http://www.goondiss.eq.edu.au)

## HPE

The Health and Physical Education key learning area embraces learning that traditionally may have been included in subjects such as health education, human relationships education, life skills, outdoor education, personal development, physical education and sport. Learning outcomes are divided into two strands.

### **Promoting the Health of Individuals and the Community**

In this strand students learn about the factors that influence health and are introduced to a number of health-promoting behaviours related to physical, emotional and mental well-being, nutrition, diseases, drug use, personal and group safety.

### **Physical Activity**

In this strand students are taught the skills necessary to enhance physical performance in games, sports and other physical activities. These range from simple movements to specialised skills and tactics for individual and team sports. The strand also includes fitness activities and strategies for developing cooperation and teamwork.



## THE ARTS

Learning outcomes in the arts are divided into two strands.

### **Music**

This strand of the Arts concentrates on making music and developing the ability of students to think and express themselves in sound. By singing, playing instruments, listening, improvising and composing the students experience satisfaction and enjoyment as they learn.

### **Visual Art**

In this strand of the Arts, the students learn to use the basic elements and concepts of art such as line, colour, shape, pattern and texture, to express their ideas and feelings in different ways using a variety of materials, paint, clay or collage, for example. The students gain satisfaction from making and displaying their work.

### **LOTE (Language other than English)**

Italian is taught to students in Years 5 and 6 by an Italian teacher who visits the school on a weekly basis. Our LOTE program provides our students with an opportunity to develop their linguistic skills and their understanding of the Italian culture.

## MUSIC

Music is a wonderful means of expression and communication. Our music program provides opportunities for our students to perform, listen and compose. Our Music Teacher takes all year levels for weekly music lessons. These are enhanced by a senior and junior choir and ensembles.

### **Instrumental Music Program**

The school operates an instrumental music program for woodwind, brass, percussion and string instruments. Lessons are taken on a weekly basis by instrumental music teachers.

Woodwind, percussion and brass instruments are taught to students in Years 5-6. Students in Year 4 who own a brass or woodwind instrument may be included in the program.

String instruments are taught to students in Years 3-6.

Students who have their own instrument are automatically included in the program. Remaining students who have expressed an interest in the program



will be allocated instruments on a loan basis. Parents need to be aware that there are a limited number of instruments that the school has to loan to students.

When a student is accepted into the program, a levy will be charged to cover instrument maintenance, servicing and course materials. Students are responsible for replacing broken strings and reeds.

## **PREP**

With the introduction of the new Australian Curriculum the Prep expectations have changed. There is increased rigour in the teaching of literacy and numeracy and much of what was part of Year 1 is now part of the Prep curriculum.

As a school we have moved into the more formal teaching of English and Mathematics to ensure that our students can transition successfully to the new curriculum. This includes a strong focus on the teaching of phonemic awareness, phonics, vocabulary and sight words and reading fluency.

The school has two Prep units (3 Prep classrooms). One of these is the existing preschool building and the other a new modular design. Both buildings are linked to each other via a covered walkway. Prep students have a designated play area which includes an adventure playground and sand pit and their own toilets which are housed in the preschool building.

The school's Pre-prep program "Step up into Prep" is run in Terms 3 and 4 for students who are enrolled in Prep at our school in the coming year. The program operates over twelve weeks with students attending one day a week for either the morning or afternoon session.

The pre-prep program focusses on familiarising future Prep students with the schools instructional routines as well as providing them with a range of early literacy and numeracy skills that allow for a smooth transition when they commence their formal schooling.

## **ASSESSMENT**

Assessment refers to the procedures teachers use to collect information about a student's progress. It is about monitoring children's learning, their individual achievements and their strengths and weaknesses. Assessment in this school has many forms and includes the following:

- Observations and anecdotal notes
- Student work samples
- Weekly tests
- Mid-term and end-of-term tests
- Reading Records
- Student interviews
- National assessment - NAPLAN Year 3 Test, Year 5 Test
- Diagnostic Tests

Assessment outcomes allow the teacher to modify the teaching program, cater for individual differences, and provide feedback to students, parents, other teachers and the Principal. Students in the upper grades are provided with assessment schedules at the commencement of each term. These list the tasks (assignments etc.) to be completed and when they are due.

For major assessment items, students are given criteria sheets which outline what they have to do to achieve different standards or ratings.

## **LEARNING SUPPORT**

Whenever a teacher identifies a student as having a learning difficulty in a particular area they refer the student to the school's Student Support Team. The Student Support Team consists of the following personnel:

- Support Teacher: Literacy and Numeracy (STLN)
- Guidance Officer
- Students with Disabilities Teacher
- Classroom Teacher
- Principal and Deputy Principal
- Other specialists if necessary e.g. Speech Pathologist

The Student Support Team will consider all the information provided by the classroom teacher and will determine whether further diagnostic testing is required. This may take the form of:

- Diagnostic tests in literacy or numeracy administered by the STLN
- Formal assessment by the Guidance Officer (IQ test)
- Assessment by Speech Language Pathologist

After consultation with the teacher, parents and specialist teachers a number of support options may be recommended. Some of the support provided at this school includes:

- working with our Support Teacher: Literacy and Numeracy ( STLN) on a weekly or daily basis
- working with our visiting Speech Language Pathologist
- working with our Guidance Officer
- working on a special program designed by one of the above specialists.
- working in the school's Fast Track intervention program.
- extra teacher aide support in the classroom

# SCHOOL PROCEDURES

## ABSENCES

When a child is absent from school a reason must be provided. **Please telephone the school office on the morning your child is absent.** Parents and carers should use the School Absence Line – **40780466** when informing the school of an absence. The school monitors absenteeism through its class rolls and administration systems so it is vital that an explanation is provided to the school every time your child is absent. Unexplained absences and absences without a valid excuse are recorded.

Where absenteeism is persistent the school will enact a formal process as per Departmental guidelines and the Education Act. This can result in referral of persistent absenteeism to the Director General of Education for further action.

## ASSEMBLY

The school holds a whole school assembly every Wednesday after the morning break commencing at 11:30 AM in our main covered area. The assembly, partly run by the School Captains and the Student Council, is used to convey special messages, reinforce school rules, acknowledge student and class achievements, and to introduce special guests. Parents are most welcome to attend any assembly.

## AWARDS

Throughout the year students will be presented with various class awards. These are often designed by the teacher and are specific to a particular class. There are a number of school awards however that are presented on a regular basis during our school assemblies.

**Student of the Week Award** - This award is presented to a student from each class every week on assembly. The award can be given for improvement in school work, good classroom behaviour, being cooperative and helpful and showing responsibility and initiative. Students receive a special certificate.



**Reading Certificates** - As students progress through our school reading program they are awarded certificates when they reach certain levels in the program. These certificates are usually awarded to students in Years P-3.

**Endurance Running Certificates** - Students participate in endurance running as part of the school's Daily P.E. program. When they reach a certain distance they are awarded a certificate. The first award presented is the 50 km award and this is followed by 75, 100, 150, 200, 250, 300, 400, 500, 600, 700, 800, 900, 1000 kilometre awards.

**Class Excellence Pennants** – These are awarded to classes by the Principal. The focus is on the class as a whole and the award can be given for outstanding class academic performance, exemplary bookwork or high levels of attendance.

**Exemplary Behaviour Certificates** – These are awarded to students who show exemplary behaviour and a positive attitude in line with the five foundations (the Goondi 5) of our Responsible Behaviour Plan for Students.

**Attendance Awards** – These are awarded at the end of each term to those students who have had 95%+ and 100% attendance.

**Australian Competition Certificates** – Throughout the year many of our students take part in the Australian Mathematics, English, Science and Writing competitions. Students who score well in these are awarded certificates of High Distinction, Distinction and Credit. Any student who obtains the top mark in the state is awarded a special medal.

**Poetry Competition** – Every year the school holds a poetry competition (Poetry Idol) for all year levels. Students compete in four different categories. Students who place first, second or third in their category are awarded a gold, silver or bronze medal.

## **COLLECTING STUDENTS FROM CLASS**

### **After School**

If you choose to collect your child from the classroom at the end of the school day please ensure that you remain outside the classroom until the bell is rung. Entering the classroom before this time can be distracting to both teacher and students. It is also a time when teachers are giving final instructions and ensuring that students and their work areas are organised and tidy. Feel free however to speak with the teacher once the bell has rung and your child is with you.

### **During School Time**

If you need to collect your child during the course of the day please ensure that you report to the office where you will be asked to complete the “Sign-out Register”. On completing the register you will be given a permission slip that you hand to your child’s teacher when collecting your child from the classroom. This slip then stays with the classroom teacher and is used to explain your child’s absence from class. Staff have been instructed not to release students from their class unless the adult wishing to collect the student can present a signed permission slip from the office.

## **EXCURSIONS**

Excursions are often used by teachers to provide students with a first hand knowledge of a particular area of study. At this school all excursions are approved by the principal and excursions that are more than half a school day in duration are also tabled at P&C meetings for approval. Excursion details are sent home to parents via a class letter and your permission is required for any major excursion.

Throughout the year students participate in a number of educational, sporting and cultural activities within the local district and town area that require them to leave the school grounds eg interschool sport, town excursion, Young Performers etc. Students normally travel by bus and are supervised by teachers and teacher aides. Permission for this is given by parents on enrolling their child.

## **FAMILY CHANGES**

For an injured or ill child, the care and comfort of family is dependent upon the school having current contact telephone numbers of parents and other emergency contacts. Advise the school promptly of changes of address, telephone numbers or employment.

The imminent birth of a sibling, the death of a grandparent, a parent having to be absent for an extended period of time, parent separation, economic difficulties, loss of a family pet - all can impact on the child’s emotional and academic well-being. Provided the teacher or principal is made aware of these changed circumstances, sensitive adjustments can be made to support your child.

## **HOMEWORK**

Learning is “life-long”. We need to ensure that learning continues outside the immediate environment of the classroom. This allows students to develop study habits that are required to successfully progress through secondary and higher education.

Homework can mean a number of things:

- It may be the completion of set work that was unfinished in class.
- It may be specific extra exercises set by the teacher to reinforce and consolidate work completed in class.
- It may include reading, research and revision in preparation for an assignment or test.
- It may include designated reading time (eg home readers, reading log)



At the commencement of each week a homework sheet is sent home which lists the homework for the week. (This will vary early in Year 1).

Homework tasks are set in accordance with the following maximum daily times.

- Year 1 – 10-15 minutes
- Year 2 – 10-15 minutes
- Year 3 – 10-15 minutes
- Year 4 - 30 minutes
- Year 5 - 30 minutes
- Year 6 – 45 minutes

If you find that your child is having difficulty with the homework being set, or is taking a long time to complete the work, do not hesitate to discuss this with your child's class teacher.

## **LIBRARY**

Our library or resource centre as they are now known, houses fiction and non-fiction books, magazines, charts, posters, maps, audio-visual equipment, educational games and a number of computers for student use. Our resource centre is coordinated by our Teacher Librarian and is the focus for a great deal of student learning.



Students have access to the resource centre:

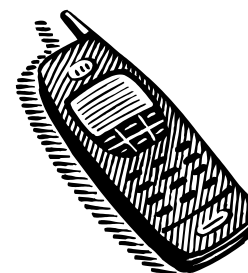
- during scheduled library lessons taken by the Teacher Librarian.
- during class research and borrowing time.
- during the afternoon break and before school.

Students may borrow books for one week. Parents should help their children to become responsible library users by encouraging them to borrow and also checking to see that they return their books on time.

Library bags should be used to protect our books. Library books need to be cared for while at home and any accidental damage reported on return. You may be asked to replace books that are lost or destroyed.

## **MOBILE PHONES**

In today's information and communication rich society our children have access to a variety of technologies. The mobile phone is one such technology that is very popular with families and increasingly popular with the teenage set. There is no denying that a mobile phone is a most valuable communication device when used appropriately. It is at times however a misused piece of technology particularly in the hands of young people who have had very few restrictions placed on their use of the phone. With mobile phones on the increase it is important that we set down clear guidelines in regards to students bringing mobile phones to school.



Firstly it should be remembered that students have access to the school phone system if they need to contact their parents. This occurs for example when they have left an assignment or schoolwork at home or when they need to confirm pick-up arrangements in the afternoon. All contact with parents during the course of the school day is through the school phone system.

We are aware however that at times students carry a mobile phone to make contact with parents after school, particularly if they are attending certain activities after 3:00 PM. If this necessitates the bringing of a mobile phone to school then the following procedures will apply:

1. The phone is turned off and handed into the office for safe keeping on entry to the school grounds.
2. The phone is collected at 3:00 PM and is turned back on only after leaving the school grounds.

Mobile phones should be brought to school only if they are required by the student to make contact with family members after school hours. For all communication during school hours the school phone system is available to students.

### **MONEY AT SCHOOL**

Students should not bring money to school unless it is for a specific purpose. If it is for tuckshop the correct amount should be placed in a paper bag marked with the child's name and order. Money for other activities such as Arts Council or excursions should always be placed in an envelope clearly marked with the child's name, grade, amount enclosed and the intended activity.

Under no circumstances are students to bring wallets or large sums of money to school. If a student is required to bring money to school for an activity after school, then this money or wallet should be handed into the school office for safekeeping.

Where large amounts of money are concerned (eg school camp fee) parents are advised to make the payment themselves at the school office.

### **PUPIL-FREE DAYS**

Pupil-Free days are provided annually by Education Queensland to allow teachers to participate in professional development and training. No supervision of pupils on the school grounds is available on pupil-free days.

The following pupil-free days will affect parents:

- The Monday of the third week in Term 4

### **RELIGIOUS EDUCATION**

Religious Education classes are conducted during one term of the year (usually Term 3) on a weekly basis. Lessons are 30 minutes in duration and are taught by volunteers from different denominations.

The following groups visit the school:

CATHOLIC – (catering for all catholic denominations)

COMBINED – (catering for ANG, COE, AOG, COC, UNITING, BAP, BRE, CHN, GLO, PEN, PRS, REV)

Teachers are present in classrooms during religious education lessons. Students who do not attend religious education classes work with teachers and teacher aides on regular classwork.

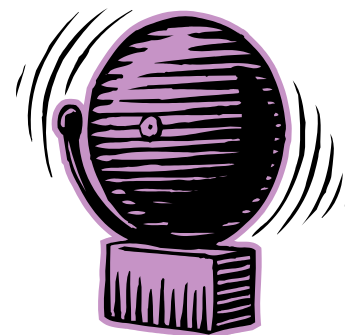
### **SCHOOL BANKING**

School banking for students occurs once a week. This is through the Commonwealth Bank and is run by a parent volunteer who collects and processes student banking. School banking is a great opportunity for students to get into the habit of saving regularly or saving towards a goal.

## SCHOOL ROUTINE

Children should be transported to school no earlier than 8:00 am. School time before this is reserved for classroom preparation and adequate supervision cannot be provided by the staff of the school. Between 8:00am and 8:45am students are restricted to classrooms and covered play areas. Other school areas such as ovals and adventure playgrounds are out of bounds during this time.

The electric bell is used to indicate starting and finishing times. The school's teaching time is divided into three distinct sessions; morning session, middle session and afternoon session, with breaks in between. The following is the daily school routine:

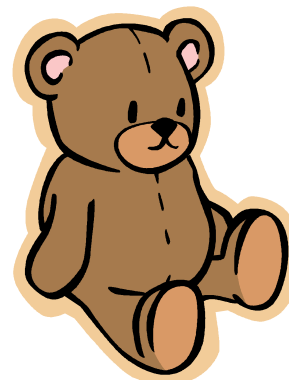


<b>8.45 AM</b>	Instruction begins (morning session)
<b>11.00 AM</b>	Morning break (15 mins eating time and 15 mins play time)
<b>11:30 AM</b>	End of morning break
<b>11:35 AM</b>	Instruction begins (middle session)
<b>1:15 PM</b>	Afternoon break (10 mins eating time and 30 mins play time)
<b>1:55 PM</b>	Afternoon break ends
<b>2:00 PM</b>	Instruction begins (afternoon session)
<b>3:00 PM</b>	School ends (students are dismissed and move to waiting areas)

Children should be collected from school no later than 3:30 PM

## TOYS AT SCHOOL

Children like to take toys or gifts to school to show their friends or their teacher, and they benefit from doing so. However, there is a risk of misplacement or damage. To avoid this, parents should let the child know that they must leave the toy in the teacher's care and bring the toy home once it has been shown.



Parents should also note that collectable cards, electronic games, portable music players and other electronic toys and AV equipment are banned.

## TUCKSHOP



Our tuckshop, which operates under the control of our P&C, opens three times a week on Monday, Wednesday and Friday. It provides an excellent reasonably priced menu in line with the new Healthy Schools guidelines. Tuckshop orders are collected in the morning and parents are requested to write the child's order on a paper bag and enclose the correct amount.

Although the tuckshop has a paid convenor it depends greatly on volunteer help from parents. We encourage you to assist by volunteering whenever you can.

# SPORT and PE

## DAILY PHYSICAL EDUCATION

Students in all year levels participate in daily PE. This takes place in the first 10-15 minutes of the school day (8:45 –9:00 AM –weather permitting).

The main activity during this time is endurance running where students attempt to complete as many laps of a designated oval in the time available. This is done through both jogging and walking. Distances are recorded and students presented with certificates when they attain certain distances (50 km, 75 km etc). By Year 6, students have been known to have run over 1000 kilometres.

Apart from endurance running, daily PE also includes other activities such as skill circuits and aerobics.

## INTER-HOUSE SPORT

If you were to ask members of our school community to name a sporting highlight of the school year, the vast majority would choose our Inter-House Athletics Carnival. It is a day enjoyed by staff, parents and students and generates far more interest than any other sporting event including our inter-school athletics carnival and representative sport.

### **The Houses**

Students are placed into one of three houses when they enrol at the school. The three houses are:

- **PALMERSTON** – colour red – named after Christie Palmerston the explorer. He is credited with pioneering a track from Innisfail to Herberton in 1882 in twelve days. It was considered to be his most notable achievement and this feat is recognised with the naming of the track as the Palmerston Highway. The animal featured on the Palmerston flag is the cassowary.
- **JOHNSTONE** – colour green – named after Sub-inspector Robert Johnstone who in 1872 was credited with discovering the Johnstone River while searching for survivors of the brig “Maria”. He returned in 1873 with the explorer Dalrymple to fully survey the river. The animal featured on the Johnstone flag is the estuarine crocodile.
- **GERALDTON** – colour yellow – named after the name originally given to Innisfail in 1883. In 1910 the name of the town was changed from Geraldton to Innisfail following the confusion with the town of Geraldton in W.A., when a Russian ship arrived on the wrong side of Australia. The animal featured on the Geraldton flag is a taipan.

Students in Prep will be placed in the same house as their older brothers and sisters. Students who do not have siblings at school are allocated to houses late in Term 1 so as to maintain a balance of numbers, gender and ability levels.

Students who transfer from the school and then return in subsequent years will be placed in their original house.

## INTER-SCHOOL SPORT

Throughout the year students in years 4 - 6 participate in interschool sport with schools from the town area and the surrounding district. Interschool sport involves students travelling as teams to various venues around town. Because of our excellent sporting facilities many of the teams from other schools travel to us to participate. Inter school sport is played on Friday afternoons.

Students participate in the following sports:

Term 3 – soccer, league tag, touch football and netball

Term 3 – Inter-school athletics carnival held at our school

Term 4 – modified cricket, kanga cricket, AFL, t-ball and softball.



By participating in inter-school sport students can gain selection in district teams which play in the Peninsula trials throughout the year. From this students can be selected to represent the region at state titles.

## **SWIMMING**

Learn-to-swim classes are part of the Physical Education Program during fourth term and are offered to all students in years 1- 4, and non-swimmers in years 5 and 6.

Students in years 1– 4 participate in five consecutive lessons over a period of two weeks. Non-swimmers in years 5 and 6 will participate in ten consecutive lessons over a period of two weeks. Students will be instructed by the school's physical education teacher assisted by class teachers, teacher aides and volunteer parents. Without the help of volunteer parents most swimming classes, particularly in Years 1 –3, would not be possible.

### **Dress**

Departmental policy requires that all students participating in swimming lessons **must wear a swim shirt**. If a child does not have a swim shirt they may wear a t-shirt but parents need to be aware that t-shirts in water can hinder the child's swimming. All clothing should be named. Togs are **NOT** to be worn under the school uniform. Sun- screen will be applied before leaving the school. Students must remove earrings before entering the water. For security reasons, it would be advisable that all earrings be left at home. Long hair must be secured to avoid interference with sight or breathing.

### **Health**

If a student suffers from a medical condition that puts that swimmer at risk in the water, written parental consent supported by a medical certificate is required.

Students will be excluded from swimming if they suffer from suppurating sores, infections, or suspected contagions.

# STUDENT HEALTH & SAFETY

## ACCIDENTS

Accidents are likely to occur in any sphere of activity but especially where there are numerous active, enthusiastic, adventurous and inquisitive young people. Accidents may occur even when care has been taken to provide appropriate playground equipment and supervision.

When a child is mildly unwell or suffers a minor accident:

- appropriate first aid/care is administered;
- the child may be placed in the sick room;
- if the child needs to go home parents will be notified.

If a serious accident occurs:

- a staff member will remain with the child;
- appropriate assistance and first aid officers will be summoned;
- the parents or the emergency contacts will be notified;
- medical treatment deemed necessary will be undertaken (including ambulance).

All students have automatic ambulance cover and if in doubt the school will always call an ambulance.

## BICYCLE HELMETS

All students who travel to and from school by bicycle must wear an approved bicycle helmet. It is the policy of this school not to allow any student without a bicycle helmet to ride home at the conclusion of school. The wearing of an approved helmet is state law. Parents of students not wearing bicycle helmets will be contacted and asked to collect their child and bicycle.



## CLASS FRIDGES

A fridge is provided in each teaching space for student use. By allowing students to keep their lunches refrigerated the risk of food spoiling is minimised. We believe that it also encourages students to bring a wider range of healthier food to school. Parents need to be aware however that lunches may be placed in the refrigerator only when they are in a clearly named lunch box.

Due to limited space available, separate drink bottles and other drinks cannot be placed in the class fridge. Students are allowed one lunch box only. Parents are asked to ensure that the lunchbox is a **simple plastic style lunchbox with lid**. Padded and insulated lunchboxes take up too much space with the result that not all student lunch boxes are able to be refrigerated.

## DENTAL TREATMENT

Oral Health, Cairns and Hinterland Hospital and Health Service offers free routine dental treatment for all children aged 0 -17. Parents or Legal Guardians are required to attend all appointments with their pre and primary school aged child/children including the initial examination. This attendance is required to ensure Queensland Health complies with the requirements of full and proper, informed consent.

Children's clinics are situated within the Innisfail Hospital and the Tully Hospital. For an appointment, please call 1300 300 850 or drop into the clinic closest to you. Treatment is available all year round, including school holidays, but excluding public holidays/weekends.

## EMERGENCY CONTACTS

Appropriate care of an ill or injured child depends on accurate current contact information being supplied by the parent. From time to time parents are unable to be contacted and we rely on the emergency contacts provided.

All persons listed as emergency contacts should be able to get to school in a reasonable time – perhaps fifteen minutes. It is necessary for two emergency contacts (apart from parents) to be listed.

Should there be any changes with emergency contacts please inform the school immediately so we can update our database. Students who are ill and need to go home become easily distressed when we are not able to make contact with parents or emergency contacts.

## **FOOD AND DRINK**

### **Sharing Food**

It is tempting for young children in particular, to share food during morning tea and lunch. This is not allowed as it can create many problems and often results in children having food taken, or eating food they were not meant to have.

### **Water Bottles**

Children rarely drink enough water and often forget to do so unless reminded. Parents should ensure that their child has a water bottle for classroom use.

When students are poorly hydrated at school, mental performance, attitude towards exercise and mood are all affected, and tiredness increases. By providing water bottles students are encouraged to drink water throughout the day while in the classroom. Water is the best, cheapest and safest drink and provides students with the fluid they need without added kilojoules or caffeine found in some drinks. It is also enjoyed by children if they get into the habit of drinking it at an early age. All classroom water bottles are to contain water only. Flavoured drinks are not allowed.

### **Healthy School Lunches**

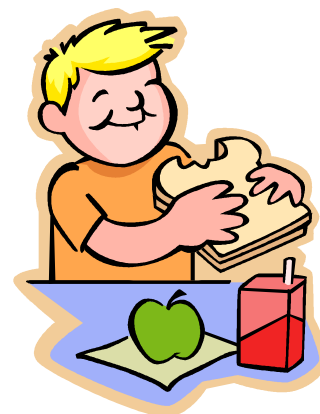
Our school operates under Education Queensland's *Healthy Food and Drink Strategy*. Foods at school are classified into three categories based on the traffic light system. This system is also taught to our students.

Green foods – have plenty

Amber foods – select carefully

Red foods – occasionally

It is important that lunch boxes contain **predominately foods from the green category**. Foods in this category are the best choices because they are excellent sources of important nutrients and low in saturated fat and/or added sugar and/or salt. Green category foods include bread, cereals, rice, pasta, noodles, vegetables, fruit, reduced fat milk, cheese, lean meat, fish, poultry, eggs, nuts and legumes.



Amber foods are mainly processed foods that have had some sugar, salt or fat added to them. They include full fat dairy foods, savoury snack foods and biscuits, snack food bars, cakes, muffins, sweet biscuits and certain spreads. Amber foods should be carefully selected and **only occasionally** included in lunchboxes.

Red foods are those that lack nutritional value, are high in saturated fat, sugar and salt, contribute to excess energy and contribute to tooth decay. Foods such as confectionery, soft drinks, chips and crisps, sweet cakes, slices and pastries should **not** be included in student lunches.

### **Birthday Cakes and Food/Party Gifts**

The school has a policy of not allowing birthday cakes or food/party gifts to be brought to school and shared with students. This is in the interests of student safety. An increasing number of students are presenting to school with food allergies. These range from mild allergies to life-threatening allergies that can result in anaphylaxis. We have students that are allergic to cake ingredients such as eggs, flour, sugar, dairy products, certain flavourings, nuts and nut extracts. It

also avoids the awkward situation of having to explain to certain students in the class, particularly younger students with allergies, why they cannot participate in the birthday cake celebrations.

## **HEAD LICE**

Head lice are an infestation, not an infectious disease. The school has developed a number of strategies to try and overcome the problem. These include:

- Gaining parent permission to inspect a child's hair if head lice are suspected.
- Informing all parents of the class when a student with head lice has been identified (Head Lice Alert form)
- Calling parents immediately a child has been identified as having head lice.
- Referring parents to the Head Lice Handbook (can be downloaded from the school website).

As parents you can support the school by doing the following:

- Informing the school if your child has head lice.
- Regularly inspecting your child's hair.
- Ensuring that your child returns to school only after their hair has been treated.
- Returning Head Lice Alert Forms to your child's teacher.

## **INFECTIOUS DISEASES**

Pupils who are unwell should not be sent to school. The following Education Queensland guidelines are part of the school's infection control policy and reflect current practice and legislation. The guidelines must be followed so that health of students and staff is not put at risk.



**Chicken Pox** - May return to school five (5) days after the appearance of the rash or until all blisters have been replaced by dry scabs.

**Conjunctivitis (Acute Infection)** - Exclude until discharge from eyes has ceased.

**Impetigo (School Sores)** - Exclude until sores have fully healed. The pupil may return after 24 hours of antibiotic treatment and sores on exposed surfaces such as scalp, face, hands or legs are properly covered with occlusive dressing.

**Measles** - Exclude for at least four (4) days from the appearance of the rash or until a medical certificate of recovery is produced.

**Mumps** - Exclude until 9 days after the onset of swelling.

**Ringworm, Head lice** – Re-admit the day after appropriate treatment has commenced.

**Rubella (German measles)** - Exclude until fully recovered and until at least four days after the onset of the rash.

**Scabies** - Exclude until medical advice has been received and the day after appropriate treatment has commenced.

**Hand, Foot and Mouth Disease** – Children with hand, foot and mouth disease should be excluded from school until all blisters have dried.

**Whooping Cough** – Excluded from school for five days after starting antibiotic treatment.



## **MEDICATION AT SCHOOL**

At times it is necessary for students under doctor's instructions to take medication during school hours. The school is aware of this need, and we are willing to assist in this situation. However there are Departmental guidelines to which we must adhere. If you wish the school to administer medication to your child please ensure that you do the following.

1. Ensure the medication is prescribed by a doctor and clearly labelled with your child's name, the name of the medication, the dosage to be administered and the time of the day the dosage is to be administered.
2. Complete the prescribed medication form provided by the school.
3. Take the medication to the office not your child's teacher.



Over the counter medication such as Panadol, Cough Mixture etc must be scripted or accompanied by a doctor's letter of authorisation before it can be administered.

All medication will be kept in the office and administered from this point. **No medication will be administered unless prescribed by a doctor and clearly labelled or a letter from the doctor is received at the office.** Under no circumstances are students to bring medication (over the counter or prescribed) to school and self-administer these. Asthma puffers are an exception.

## **PARKING**

During peak periods parking space at the school can be very limited. This is no excuse however for people to park illegally. Such practices endanger the lives of our students.

Parents are asked to observe the following rules:

1. **Do not park in the staff car park.** This is reserved for staff only. It is not a drop-off or collection point for children. If you do this you are breaking a very important safety rule we have taught our students as we do not allow them to enter the staff car park.
2. Do not park in the entrance of the staff car park or in the bus zone.
3. Do not double park
4. Do not call your child across the road. Always ensure that they use the crossing.
5. Obey crossing supervisor signals.
6. If you arrive early at the school to collect your child do not park in the 5 minute only parking spaces, use the parks north of the crossing.
7. Stagger your collection time. The busiest time is from 3:00 – 3:05 PM. Teachers supervise students waiting for parents from 3:00 – 3:30 PM.

The safety of our children must always be given the highest priority.

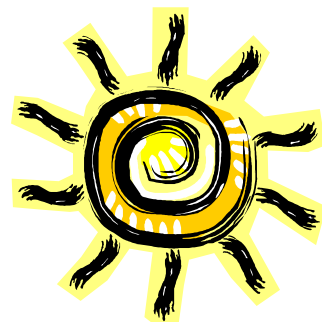
## **SICK BAY**

Students who report to their teacher that they are sick are taken to the sick bay in the administration area. Here they are closely monitored and made comfortable while parents or emergency contacts are contacted. It is important that parents or emergency contacts make

arrangements to collect the child as soon as possible. The sick bay is only an interim measure and is not used to care for students for extended periods of time.

### **SUN SAFETY**

It is the policy of this school to prevent any student without a hat from playing outdoors during recess time. Students without hats will be restricted to the covered play areas. Only our school hats with a wide brim are allowed. Plain caps, visors and the like are not suitable as they offer little if any protection and are not to be worn to school. The school wide brimmed hat is available from our tuckshop.



Each classroom has a bulk supply of sun screen lotion and this is used by students during extended periods in the sun eg. sport afternoons, swimming, excursions etc. Parents however, should encourage the wearing of sun screen by providing their children with their very own supply for regular usage both at home and at school.

### **WET WEATHER POLICY**

During the first half of the year we experience a very high percentage of wet days and some very high rainfall. Our three covered areas are incapable of catering for all of our students and in the interest of student safety only a number of classes are rostered on to play in these areas. The remaining classes return to their classroom where they are supervised by their teacher. During this time students can be involved in a number of classroom activities eg Board games, puzzles, computer activities, reading, completion of class work etc.

# **RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS**

**SUPPORTIVE SCHOOL  
ENVIRONMENT**

## **Purpose**

Goondi State School is committed to creating a respectful, positive and safe learning environment that is based on mutual trust, provides social support for all students and fosters positive attitudes to learning, participation and achievement.

The school's Responsible Behaviour Plan for Students is integral to maintaining a school environment where students are able to learn and develop without disruptive behaviour hindering their success and enjoyment of learning, and where staff can teach without disruptive behaviours hindering the effectiveness and enjoyment of teaching.

Our ultimate goal is to have a school where people want to obey and follow rules because they care about each other and because it makes our school a better place.

## **Learning and Behaviour Statement**

All areas of Goondi State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Goondi State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the **Goondi 5** as the key approach to teach and promote our high standards of responsible behaviour:

BE SAFE  
SHOW RESPECT  
PARTICIPATE and WORK HARD  
GET ORGANISED  
BOUNCE BACK

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

All parents are encouraged to thoroughly read the school's Responsible Behaviour Plan and to familiarise themselves with the Goondi 5. The plan is provided to parents on enrolment and can be also downloaded from the school website.

## **BUS BEHAVIOUR**

Queensland Transport has developed a Code of Conduct for students travelling on buses. In conjunction with this code, Queensland Transport also introduced a set of procedures for bus drivers and operators for dealing with breaches of the Code of Conduct. **Bus operators and drivers are responsible for managing the behaviour of students on buses.** As a school we play a key role in advising the students of the Code of Conduct and the consequences of breaching the code.

Although when informed, the Principal will follow up any breaches of the code at the school level to assist the bus company, action (cautions, refusal to travel) can only be taken by the bus company.

If a student does not abide by the Code, the bus company can take action. This may range from a caution, to refusal of travel.

### **What do I do as a parent?**

If your child reports to you an incident that has breached the code of behaviour you should:

**Step 1** – Contact the bus company concerned and explain the incident. This is important as the incident needs to be **logged and recorded** by the bus company. You need to contact the bus company on the day of the incident or the following day – the sooner the better.

**Step 2** – Contact the school and explain the incident. The school will assist the bus company in following up breaches of the code.

### **DETENTION**

Teachers are empowered to detain students for brief periods of time during play breaks and sometimes after school. Detention is a valuable behaviour management strategy particularly in cases where misbehaviour has resulted in unfinished work.

If the detention is to occur after school you will be informed by the class teacher. Students travelling on school buses will not be detained after school but a detention may still occur before school or during play time the following day.

### **SCHOOL RULES**

The school has a number of school rules that have been developed to keep students and their property safe, and to ensure that effective teaching and learning can take place. At the commencement of the school year many of our school rules will be explained to students by their class teacher and many will be reinforced throughout the year in the classroom and during assemblies. Listed below are some of the more common ones you may wish to discuss with your child.

#### **Before School**

1. Always use the school crossing and come in through the front gate.
2. Wait outside your classroom until your teacher arrives. Never go into the classroom if your teacher is not there.
3. Stay around the classroom area. Do not go onto the oval.

#### **During Morning Break**

1. Make sure that you sit in your class area.
2. Stay seated during the eating time.
3. When the whistle goes, STOP, PUT YOUR HAND UP, LOOK and LISTEN.
4. Put all scraps in the proper bins and keep your class area tidy.

#### **Moving from classroom to classroom**

1. Always stay in your line.
2. Be very quiet so that you do not disturb other classes.
3. Line up outside the classroom and wait for the teacher to ask you in.

#### **During Afternoon Break**

1. Stay in the eating area until you have finished eating.

2. Food and drinks are not allowed in the oval areas.
3. Always walk on concrete and use the paths.
4. NO HAT, NO SHOES, NO OUTSIDE PLAY.
5. Never enter the staff car park.
6. Remember that the adventure playground is only for Prep, Year 1 and 2 students.
7. Never enter a classroom unless a teacher is present.

### After School

1. If you are walking home use the Parent Pick-up gate.
2. If you are waiting to be picked up wait inside the school fence at the Parent Pick-up Area.
3. If you are waiting for a bus sit in the proper area and listen to the teacher on bus duty.

Some general rules. Never bring the following to school:

- bubble gum, chewing gum or lollies
- dangerous items such as pocket knives etc.
- toys, except for show and tell
- collectable cards.
- electronic pocket games
- music players

### **SCHOOL UNIFORM POLICY AND DRESS CODE**

Goondi State School has a student uniform policy and dress code that is fully endorsed by the school's P&C. Our student uniform instils a sense of pride in the school, is sun safe and is designed to ensure that students can participate in the full range of school activities offered. It also:

- Promotes a safe learning environment by enabling ready identification of students and non-students at school;
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school;
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social difference; and
- Promotes a supportive environment at the school by fostering a sense of belonging.

### **STUDENT UNIFORM**

Our school student uniform consists of the following:

***School polo shirt*** (royal blue with printed school logo)

***Royal blue shorts or royal blue skirt or royal blue skirt***

***School hat*** (wide brimmed royal blue with printed school logo)

***Shoes – joggers only***

***White ankle length socks***

***Sports polo shirt*** (for Years 4-6 only – royal blue with white panel inserts and logo - worn on Fridays)

Our school uniform can be purchased from the uniform shop in Innisfail. Our tuckshop sells the school hat.

### Footwear

**Joggers** have been selected as the appropriate footwear to be worn at Goondi State School. Our students participate in a wide range of physical activity including daily endurance running, PE lessons, sports training, inter-school sport and organised games during breaks.

The wearing of joggers ensures that students can participate safely in these activities. Skate shoes, slip-ons, volleys and other fashionable shoes are considered inappropriate. They come off easily during games and running and cause students to slip and fall. In the interests of safety and maximum participation, all students are required to wear joggers with laces or Velcro fasteners that can be tied securely.

Novelty joggers (those with flashing lights and the like) are not to be worn to school as they cause classroom distractions.

### School Hat

The only acceptable hat is the broad brimmed school hat. Other forms such as caps and small brimmed hats do not meet our sun safety guidelines and are not part of the school uniform.

The school hat is to be kept free from any form of graffiti. The student's name should be clearly written on the inside of the hat (for younger students the name can be neatly written on the brim for easy identification). School hats that contain graffiti will not be accepted as part of the school uniform.

## **STUDENT DRESS CODE**

- Uniforms should be worn with pride and when in uniform, students should behave in a way that reflects well on themselves, their family and their school.
- The school polo shirt is to be worn tucked in at all times. At least one button of the polo shirt is to be done up to protect the neck area from the sun.
- Underwear is not to protrude from above the waist or below the leg of shorts (this applies in particular to those students who choose to wear boxer shorts as underwear).
- Students are required to wear the school broad brimmed hat for all outdoor activities. Caps or hats with narrow brims are not allowed.
- The school strictly enforces a NO HAT NO PLAY and a NO SHOES NO PLAY policy.
- All items should be clearly marked with the student's name.
- Make-up and fingernail polish is not to be worn at school.
- The wearing of sunscreen is actively encouraged. However, colourful zinc creams and the like are not permitted.
- The school encourages children to be neat and tidy at all times and to take pride in their appearance e.g. tying long hair back in the interests of health and safety.

### **Jewellery**

The following jewellery may be worn to school:

- Plain sleeper or plain stud earrings
- Plain signet ring
- Watches
- Attendance wrist bands

Other adornments and jewellery such as neck-chains, bracelets, anklets, earrings with attachments etc, are not permitted on health and safety grounds.

### **Optional Dress**

All students are required to wear the school uniform. However, there may be occasions when dress other than the school uniform is permitted e.g. newly enrolled student awaiting a uniform, free dress day etc. This is at the discretion of the Principal. In such circumstances dress should be neat, comfortable and of a nature that:

- does not create the potential for harassment, distractions or discriminatory remarks from others

- ensures sun safety
- does not restrict or inhibit participation in the full range of school activities
- is not offensive to others
- is acceptable in terms of climatic and hygiene matters.

The school prides itself on having all students in full school uniform on a regular basis. It is a rare occurrence indeed to find a student at Goondi State School out of school uniform. This has been achieved through the support of parents, the pride students take in their school, and the reinforcement of the dress code as part of the Goondi 5.

### **STUDENT LEADERS**

Towards the end of Term 4 Year 5 students are invited to nominate for a position on the Student Council. Students who have attained a C key level are eligible for nomination.

The election of school captains and student leaders is then conducted by secret ballot with all Year 5 students and members of staff voting to select 8 student leaders.

The school's leadership team and upper school teachers then meet to select the School Captains from this group of eight. School Captains and Student Leaders are announced at our Awards Night in the final week of term.

### **Structure of the Student Council**

The Student Council is made up of 8 members in total. These include:

- Boy and Girl Year 6 School Captains
- Six Year 6 Student Councillors (3 boys and 3 girls)