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Principal's Welcome ...

Welcome to the Andergrove State School. Andergrove SS is a medium sized, well-resourced school with approximately 350 students. Andergrove's school motto is simply- "Loyalty". We are proud of our rich cultural and social diversity so we trust staff, students and parents will always display a loyalty to each other, our school and our school community.

The Positive Behaviour School ethos has been strongly embedded in our school culture for a number of years. Our students develop values of tolerance, understanding and personal responsibility as part of our strong focus on School wide Positive Behaviour School program support. The three rules of always be a learner, always be respectful and always be safe are constantly reinforced and expected.

We believe that children come to our school to learn, to be safe and to be happy. All we do aims to satisfy this expectation. **Learning is our core business.** We aim to assist individual students to continuously develop their knowledge, skills and abilities within a supportive and caring school environment.

Andergrove State School recognises that everyone within our community has rights and responsibilities. Every individual’s actions should ensure that another’s rights are acknowledged by their own responsible behaviour. **Children are expected to** give their best effort, obey school rules, be neatly groomed & dressed, show respect for authority and be considerate & tolerant of others. Positive behaviours such as good manners, courtesy and diligence are encouraged and recognised.

Andergrove State School has a proud record of **working with parents** to meet the educational needs of our students. Our curriculum goal is “Linking Learning To Life” and therefore our curriculum focuses on the essential learning required of all children. Our school provides a learning environment where all students strive to reach their potential, developing a sense of self-worth and self-discipline. We encourage students to engage in a range of academic, sporting and cultural learning opportunities.

Achieving good educational outcomes for your children is very dependent on a successful partnership between your home and your child’s school. Your child’s progress is heavily influenced by the interest you show in their education, the support you provide and how you choose to participate in school affairs. To this end I encourage you to **maintain regular contact** with our teaching staff and to become actively involved in our school activities.

We welcome you to share in the education of your children and we trust that your association with our school will be a satisfying and rewarding one. Please keep this booklet as a reference document. We look forward to working with you to provide a quality education for your children. Please do not hesitate to contact me if I can be of assistance at any time.

**Sandra Grant**
Principal
A Welcome From Your P & C Association …

On behalf of our parent group, we welcome you to Andergrove State School. We have a strong and active P & C committed to helping the development of the students, teachers and the school in general. We do however rely on the support of all parents to ensure this continues into the future.

P & C meetings are held on the first Tuesday of each month at 6.00pm in the staff room and everyone is more than welcome to attend. These meetings provide information to parents and act as a forum where you as a parent can hear first-hand and have input into the opportunities the school has to offer your children. This is a great way to become involved in your child’s education and help support our various activities held throughout the year.

Andergrove also has a great tuckshop with a healthy food menu available. We have a Convenor in charge but we always need volunteers to assist in the tuckshop and we know your child would love to see you there.

We would encourage you to become an active member of our P & C Association. Your child will benefit from your interest in their education and our school will benefit from your involvement.

We look forward to meeting you.

Members of the Andergrove P & C
OUR SCHOOL

BENEFITS OF ENROLLING AT ANDERGROVE SS

✓ Experienced, dedicated staff led by a Principal, Deputy Principal, Master Teacher, Head of Curriculum and Support Teacher: Literacy and Numeracy.
  - Specialist support staff for Special Education, Learning Difficulties, Speech, EAL/D (English as an Additional Language/Dialect)
  - Specialist teachers for Music, Heath and Physical Education and Japanese.

✓ Safe, happy and disciplined learning environment (Refer to the Responsible Behaviour Plan for Students)

✓ Differentiated Curriculum programs responsive to student needs
  - High expectations of student achievement including regular term goal setting and reviews.
  - Option of enrolment in the Year 5 or Year 6 One to One iPad classes
  - Participation in local, regional, state and national academic, sporting and cultural competitions.
  - Instrumental Music Program for students interested in learning string and concert band instruments.
  - Homework Club to support students who need additional support or time to complete homework.

✓ Great facilities
  - Fully equipped Science Laboratory
  - Computer Lab.
  - Interactive Whiteboards, Digital Projectors and/or Document Cameras in all classrooms.
  - All classrooms are air-conditioned with wireless connectivity
  - Well-resourced Library.
  - Great play equipment and spacious shady playgrounds.

✓ Strong community links
  - Active P&C providing Tuckshop 4 days/week, Uniform Shop at school.
  - Close liaison with our partner High School.
  - Regular cluster activities with other local primary schools eg. Inter-school sport, Days of excellence
  - Weekly breakfast program thanks to donations from Andergrove Woolworths.
  - Participation in community events such as ANZAC Day march, Harmony Day, NAIDOC Day.
  - On-site before school, after school and vacation care available via Camp Australia.
  - PCYC Bus collection after school.

✓ Ease of access – Walk or ride your bike to school. Bus transport also available for some other local areas.
SCHOOL GOALS:

At Andergrove State School, we think it is important that the school establishes a clear set of goals and that these goals guide the efforts of all within our school.

Our school goals are:

- to provide children with a wide range of learning experiences so that each will achieve to his/her maximum potential in all curriculum areas
- to provide the school staff with opportunities to continue their professional development to ensure that effective teaching programs are provided in all classrooms
- to provide parents with opportunities to become familiar with the goals of the school and the programs provided by the school, and to ensure that parents are given opportunities to participate in the education of their children and to be actively involved in the decision-making processes used within the school
- to provide opportunities for the community to become aware of educational developments within the school
- to provide programs that ensure that there is a smooth transition of children from Prep to Year 1 and from Year 6 to High School
- to foster the development of an emotionally secure, attractive and resource rich environment that is based on mutual respect and cooperation.

ENROLMENT DETAILS:

Andergrove SS provides educational services for children ranging from a weekly Playgroup for children aged up to four years old. The Get Set for Prep program is offered in Semester 2 to provide future Prep students the opportunity to become familiar with Prep routines in a Prep classroom with a Prep teacher.

<table>
<thead>
<tr>
<th>Birthdate</th>
<th>Eligible for Prep Year in:</th>
<th>Eligible for Year 1 in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child born 1 July 2010 to 31 July 2011</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Child born 1 July 2011 to 31 July 2012</td>
<td>2017</td>
<td>2018</td>
</tr>
</tbody>
</table>

Enrolment packs are available from our school office or by downloading from our school website www.andergrovess.eq.edu.au. Parents wishing to enrol their child/children in the Prep to Year 6 program are asked to contact the office to arrange an enrolment interview with the Principal or Deputy Principal. Education Queensland requires evidence of the date of birth of the child on enrolment for all Prep students and for those students from interstate or overseas. A copy of vaccination records is also requested.

Within the enrolment interview, please ensure all pertinent details that may affect your child’s education are discussed. This includes identifying any disabilities, learning difficulties, gifts/talents, social/emotional issues, significant medical issues and/or legal custody arrangements. This information is vital to ensure that students are provided the best opportunity for learning as possible. All information will remain strictly confidential (see Privacy Statement in this handbook).

TRANSFERRING

If transferring a child to another school, please make sure that all the child’s Library Books and classroom reading books are returned. Parents or carers must notify the school so that arrangements can be made for a transfer form to be completed and forwarded to the new school.
THE 2017 ACADEMIC YEAR …

TERM DATES AND SCHOOL VACATIONS

FIRST TERM: Monday 23 January to Friday 31 March (10 weeks)
SECOND TERM: Tuesday 18 April to Friday 23 June (10 weeks)
THIRD TERM: Monday 10 July to Friday 15 September (10 weeks)
FOURTH TERM: Tuesday 3 October to Friday 8 December (10 weeks)
FIRST DAY 2017 Monday 23 January

QUEENSLAND PUBLIC HOLIDAYS

Australia Day Public Holiday Thursday 26 January
Good Friday Public Holiday Friday 14 April
Easter Monday Public Holiday Monday 17 April
Anzac Day Tuesday 25 April
Labour Day Monday 1 May
Show Holiday Thursday 22 June
Queen’s Birthday Monday 2 October
Student Free Day Monday 16 October

OUR SCHOOL DAY:

ARRIVING AT AND LEAVING SCHOOL
Children should immediately leave the grounds after the 3.00pm bell unless undertaking an activity under the supervision of a teacher. Once children arrive at school, they are not to leave the school grounds without the permission of the Principal. Parents and carers are reminded that there is no formal supervision of children before 8.00am or after school (unless children are catching a school bus.) If a student should arrive before 8.30am, they must remain in the covered play area until the 8.30am bell is rung. They can then proceed to their classrooms.

Children leaving the school during the school day must be signed out by an adult at the office.

Office hours:
Monday to Friday: 8am to 3.30pm
Phone: 4998 9333
Email: admin@andergrove.eq.edu.au

SCHOOL BELL TIMES:

8:30am: Students proceed to classrooms to prepare for the school day.
8.50am- 10.50am: Session 1 (includes a healthy snack break)
10.50-11.15am: Play break
11.15-11.30am: Eating time
11.30-1.00pm: Session 2
1.00-1.15pm: Play break
1.15-1.30pm: Eating time.
1.30- 3.00pm: Session 3

School Rolls are marked daily and students who are absent for any reason must produce a note of explanation from parents. Parents may also phone the school to record their child’s absence. Our dedicated school absence line is 4998 9366.
STUDENT LEARNING AND WELL-BEING

Our school aims to create a warm, happy, secure and stimulating environment in which your child can learn and grow academically, socially, emotionally and physically. We look forward to forming a strong partnership with each new student and his/her family.

1. PROVIDING A SAFE, SUPPORTIVE, DISCIPLINED LEARNING ENVIRONMENT

Our Responsible Behaviour Plan for Students comprehensively outlines our school rules, expectations for behaviour and associated consequences. As a Positive Behaviour School, our focus is on regularly acknowledging students who demonstrate our behaviour expectations and providing support for students who do not. A summary of our Responsible Behaviour Plan is detailed below. A copy of the full document is available on our website www.andergrovess.eq.edu.au or by picking up a printed copy from the office.

CODE OF CONDUCT

For our school to function effectively and happily, all children are expected to obey the three school rules that have been devised to ensure a safe and healthy environment.

Our School Rules
1. Always be Safe
2. Always be a Learner
3. Always be Respectful

Code of Conduct
1. We treat all people with kindness, courtesy, respect and co-operation.
2. We demonstrate self-respect by showing pride in our work and all we do for school and community.
3. We practice good health and safety habits considering others first at all times.
4. We try our best at all times
5. We are in the right place at the right time.
6. We accept responsibility for our own actions.
7. We are truthful and honest.
8. We are properly dressed and equipped for each school day.

ANDERGROVE STATE SCHOOL
AN INTRODUCTION TO OUR SCHOOL'S RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Our school aims to create the conditions for each learner to achieve good academic outcomes and progress towards responsible self-management. We accept that a child’s background and experiences may influence their behaviour and while this may help staff understand a student’s behaviour, this will not excuse unacceptable behaviours within our school.

When determining positive acknowledgement or applying consequences for unacceptable behaviour, individual circumstances, actions of the student and the needs & rights of school community members are considered at all times.

Our key messages for all students are ...
• Everyone must accept their responsibilities before they exercise their rights.
• Positive behaviours will be encouraged and acknowledged in a number of ways.
• In a school community, we need more “team” behaviours than “selfish” behaviours.
• Children only have three choices when something happens that they don’t like …
  1. Ignore it as something unimportant & get on with their learning.
  2. Talk with the offender/s and Warn them that the problem will be reported if it occurs again.
  3. Report the problem to an adult who can help solve the problem.
  4. NO PAY BACK. Fighting, paying back or prolonging an argument only prolongs and complicates the problem.
• Bystanders are expected to take some positive action to assist the resolution of difficulties.
Parents will be informed of their child’s behaviour via Responsible Behaviour Cards. Acknowledgements are provided for positive behaviours and consequences are put in place for unacceptable behaviours, as detailed in our Responsible Behaviour Plan for Students.

<table>
<thead>
<tr>
<th>Colour of Behaviour Card</th>
<th>Summary of Consequences</th>
</tr>
</thead>
</table>
| Green card               | Acknowledgement of expected behaviours  
                             - Chance to win a $2 tuckshop voucher  
                             - 10 green or blue cards per term = 1 free icy cup |
| Blue card                | Acknowledgement of an improvement in displaying expected behaviours  
                             - Chance to win a $2 tuckshop voucher  
                             - 10 green or blue cards per term = 1 free icy cup |
| Yellow card              | Warning due to a minor breach of school behaviour expectations  
                             - No formal consequences applied. De-briefing with a staff member will occur. |
| Orange card              | Minor consequence administered due to a breach in behaviour expectations.  
                             - Consequence applied for one day. |
| Red Card                 | Major consequence administered due to a serious breach of behaviour expectations.  
                             - Consequences will be applied over several days and may include in-school isolation, after school detention and/or suspension. |

All types of Behaviour Cards of should be signed by parents and returned to the office so that staff know parents are aware of the behaviour reported to them. Details of all cards are recorded on our school’s electronic behaviour records. Yellow, orange or red cards that are not returned within two days will incur a detention until the card is returned.

School Beliefs About Learning: All staff and students at Andergrove State School have the right to work and learn free from disruption, abuse or threat in a safe and supportive environment. Our school strives to provide a learning environment where all students have a right to reach their potential, developing a sense of self-worth and self-discipline.

School Beliefs About Behaviour: It is recognised that all members of our school community must grow to be responsible for and manage their own behaviour. In this way each individual contributes to a safe, supportive environment in which good teaching and effective student learning can occur. All students of the Andergrove State School must behave acceptably at school as this is the basic foundation upon which growth in student achievement is based. Ultimately, each individual must be responsible for his/her own actions without ‘blaming others’ for their unacceptable behaviour. The good citizenship behaviours we foster and promote are fair and encompass such qualities as respect, politeness, self-discipline and co-operation.


PROCESSES FOR ENCOURAGING AND SUPPORTING POSITIVE BEHAVIOUR CHOICES
Positive social outcomes are achieved for students when families support the school’s behaviour management practices. A collaborative home-school relationship provides students with a powerful message about the need for good behaviour within our school.

A central component of Andergrove State School’s whole school approach to positive behaviour support is our School wide Positive Behaviour Social Skills program. Each week we focus on a set school rule and behaviour. This rule and expected behaviours are then discussed, practised and reinforced. A fortnightly focus on the Queensland Health curriculum aims to consolidate student resilience skills of getting along with others, organisation, confidence and persistence. The aim is to assist students develop self-esteem through understanding themselves and getting to know how they can best relate to others.
Acceptable Behaviours: Students are taught school expectations with regards …

Safety:
- Safe, respectful movement about our school.
- Safe play.
- Avoiding physical contact.
- Wearing correct uniform.
- Possession of safe materials.

Learning:
- Completing class and homework tasks.
- Being in the right place, doing the right thing, at the right time.
- Following requests, instructions or directions.
- Accepting outcomes of behaviour choices.
- Being honest.

Respect:
- Using appropriate language.
- Respecting Property.
- Caring behaviour towards others.

Peace Patrol is another program that aims to encourage and support appropriate behaviours in the playground. Selected upper school students are trained in peer mediation and playground support strategies. Students are then rostered to support P-1 students in their play areas.

Positive behaviours are recognised and supported by:
- Verbal reinforcement, acknowledgement - Private & public recognition, including Parent/Teacher discussions
- Parental contact - Parents are notified so that they too can acknowledge their children (e.g. home rewards) and share in our pride when students perform or behave creditably.
- Privileges – Students who consistently demonstrate self-discipline and responsibility are extended opportunities to involve themselves in extra-curricular (e.g. school sporting teams, Student Council), co-curricular (e.g. excursions, school camps, Peer Tutoring, Peace Patrol, Buddy programs) and/or recreational (e.g. school discos, etc.) activities.
- Awards – Individuals are accorded special recognition via the presentation of classroom or school and class awards (e.g. Student of the Week, Class Awards, Principal Awards, Annual Awards). Various communication channels publicly recognise positive student contributions to our school community.
- GREEN OR BLUE Positive Recognition Cards- Our weekly ‘Green Card Draws’ provide an opportunity for students who have earned Green Cards to win a tuckshop voucher. 10 green cards will result in a free icy cup.
- Rewards Day – At the end of each term, all students who were not issued two or more orange or red cards, are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.
- Attendance rewards- Class attendance rates are monitored each week and the ‘Andergrove Ant’ trophies and certificates are given to the class from P-2 and 3-6 who have the best attendance. Each term all students who achieve 95%+ attendance receive an ‘Every Day counts’ wrist bands and a free Sausage Sizzle. Students with 100% attendance for the term receive an additional reward.

Processes for Responding to Inappropriate Behaviour Choices:
Our whole school behaviour management process focuses on each student becoming aware of the need to be responsible for their own behaviour. If necessary, students are assisted to identify the skills of self-management and are encouraged to constantly use self-evaluation to develop a desire for self-improvement and self-discipline. Staff implement planned strategies in the classroom or playground to teach effective work habits, to develop social skills and to build a good rapport with students. Strategies used will be Preventative (action taken to prevent or minimise unacceptable behaviour), Supportive (action taken to support students and teachers) or Corrective (actions teachers take when unacceptable behaviour occurs).

Consequences for Unacceptable Behaviour: Encouraging responsible student behaviour requires a range of provisions that include fair and just consequences for breaches of our Responsible Behaviour Plan for Students. Parents will be informed of the circumstances and consequences for their child, but must understand that privacy legislation restricts staff in what information they can share about other students. Individual class or year level teachers will be primarily responsible for dealing with minor behaviours.
Generally the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

**Phase One Consequences:**
- **withdrawal from class**, time in office, removal to withdrawal room (eg. when disruptive to teaching or other students' learning),
- **break time detention** (The Qld Ed Act states that a student may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- **redirection to alternate lunchtime activities** (eg Options Room, Library)
- **loss of privilege** (eg 2 or more consequence cards means the student is not invited to extra-curricular activities such as the P&C Disco for that term.)
- **withdrawal from excursions and/or camps** (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety)
- **restitution or compensation.** Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- **warning regarding future consequence** (ie. suspension) for repeated offence,
- **teacher & student “Plan of Action”:** If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- **Formal parent contact** - When specific unacceptable behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process.

**Phase Two Consequences:**
- **Phase One consequences and/or**
- **after school detention** (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. Every effort will be made to notify parents of an impending after school student detention)
- **behaviour contracts:** As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- **parent interview to create a ‘Behaviour Support Plan’**.
- **referral to Intensive Behaviour Support Team** (may include referral to Guidance Officer)
- **suspension from school.** Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (eg refuses to attend detention) or who engage in serious breaches of this plan, may be suspended. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland policy: SM-16 Student Disciplinary Absences.
- **students are not eligible for any Yr 6 Student Feature Awards** (Dux, Citizenship, Most Accomplished Student, Sportsperson of the Year, Outstanding cultural Achievement) if they have been suspended from school during the Year 6 school year.
Phase Three Consequences:
- Phase One or Two consequences and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Intensive and Extended Behaviour Support: Students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a co-ordinated ‘team’ approach. It is essential that parents are involved in this process if positive outcomes are likely to result. When a student’s inappropriate behaviours continue despite school interventions, or when infringements move to more serious breaches of the school’s behaviour expectations, more extensive targeted support is put into place. This may include support from the Mackay Student Support Centre and/or other government agencies.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

SAFETY TO AND FROM SCHOOL
Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students are subject to school disciplinary processes for unacceptable behaviour while travelling to and from school.

Children should be thoroughly familiar with the route from home to school, should be aware of road hazards, know the road crossings and know simple road safety rules.
Parents should ensure that children do not loiter on the way to and from school, do not visit friends without permission, or talk to strangers.

SCHOOL CROSSING SUPERVISORS
A system of School Crossing Supervision is in operation at this school. These Supervisors have been officially appointed by the Department of Transport to this position and operate crossings each morning and afternoon on all school days.

SCHOOL CROSSINGS ARE SUPERVISED AT THE FOLLOWING TIMES:

<table>
<thead>
<tr>
<th>Avenue</th>
<th>Supervision Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banksia Avenue</td>
<td>8.00-9.00am; 3.00-3.30pm</td>
</tr>
<tr>
<td>Fernleigh Avenue</td>
<td>8.00-8.45am; 3.00-3.30pm</td>
</tr>
</tbody>
</table>

The period Supervisors are on duty should ensure maximum safety for most students. Since the establishment of the School Crossing system there has never been a serious accident.

CROSSING PROCEDURE: The Supervisors will ask all pedestrians, both children and adults, to wait at the fence line. When a suitable gap appears in the traffic from both directions, the Supervisor will extend the Stop sign to face traffic, and will blow two blasts of the whistle to indicate that pedestrians may then cross. Pedestrians should keep to the left and walk straight across. One whistle means it is not safe to cross and all pedestrians must then wait. Please have your children listen carefully to whistle and voice signals from the Supervisor.

CHILDREN ON BICYCLES: All cyclists and scooterers must dismount and walk their bicycles or scooters over the crossing and when inside school grounds. It is strongly suggested that children secure their bicycles with a lock and chain during school hours.

CARS IN AND AROUND SCHOOL GROUNDS
Cars near children are always a safety concern. Drivers are asked to observe the designated road usage signs around the school grounds. Police patrol the surrounds of the school regularly and have been known to issue tickets to vehicles parked incorrectly, and to drivers breaking road safety rules. Please consider the road safety of all road users when driving and parking in and around our school.
A designated STOP, DROP, GO area has been established in the school car park on the school oval. For safety and ease of traffic flow please turn left only when exiting the oval parking area.

**NO STANDING AREAS:** The No Standing Anytime or No Standing signs serve to protect an area either side of the crossing. *IT IS IMPORTANT THAT THESE AREAS ARE KEPT FREE OF ALL VEHICLES* as Supervisors have to be able to see approaching traffic so - *NO STANDING MEANS NO STOPPING* even on ‘wet days’.

Crossing Supervisors are required to record the registration number and details of offending vehicles and drivers may be prosecuted. There are no excuses and special privileges don’t exist.

**STOP FOR THE STOP SIGN:** All drivers must stop their vehicles clear of the crossing when the Supervisor holds up the Stop Sign and *VEHICLES MUST REMAIN STATIONARY UNTIL THE SUPERVISOR RETURNS TO THE KERB*. Failure to do so is regarded as a serious offence and every effort will be made to charge offenders with a breach of Regulation 39 of the traffic regulation. Cyclists riding as part of the traffic are also required to stop when faced by the stop sign. Please assist the supervisors to protect your children by setting a good example and using the crossing yourselves and by *DOING THE RIGHT THING*.

**CATERING FOR DIFFERENCE**

**Student Support Services**
Support is given to children who are experiencing difficulties with their education. A Special Education Teacher and Learning Support Teachers are based at the school to assist class teachers with adjusting the education program for children with *learning difficulties or disabilities* as appropriate to the student’s abilities.

A Guidance officer is also based at the school to assist with identifying and supporting student learning needs. Referrals to the Guidance Officer are usually made by teachers, but parents who are concerned about their child’s education may arrange a referral by contacting the Principal.

Similarly, the school seeks to devise programs for children who may display special *gifts and talents*. These generally take the form of extension programs while the child remains with his/her peer group. A range of extra-curricular enrichment activities are also provided throughout the year to cater for special talents and/or interest in various academic, sporting and cultural activities.

**STUDENTS WITH MEDICAL CONDITIONS**
Should a student’s medical condition impact on their learning or school life, parents must advise the school administration and assist in the development of an appropriate management plan. This is an urgent requirement and must be done upon enrolment and updated as circumstances change.

**Medication to Children**
The Department of Education Regulations covering the administering of medicine to children at school have been reviewed.

**Parents/Carers are to:**
- Notify the school in writing of a health condition requiring medication at school
- Request school in writing to administer prescribed medication or to assist in management of a health condition
- Notify the school in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions
- Provide medication in original pharmacy labelled container to the school
- Ensure medication is not out of date and has an original pharmacy label with student’s name, dosage and time to be taken
Andergrove State School Parent Handbook

- Notify school in writing when a change of dosage is required. This instruction is to be accompanied by a letter or direction from a medical practitioner
- Advise school in writing and collect medication when it is no longer required at school
All parents must cooperate in this and realise that staff are bound by these regulations.

Asthma
Parents of students with Asthma are asked to complete the “Student Asthma Record Card” available as part of this Enrolment Package, providing details of the medical management plan that has been developed for individual students.

2. CURRICULUM AND PEDAGOGY

Over the past three years and into the immediate future, our curriculum programs will be evolving as the Queensland Curriculum and Assessment framework (QCAR Essential Learnings) are being progressively replaced with the new Australian Curriculum (ACARA).

SCHOOL PROGRAMS
All children in the school are offered a common core of subjects - English, Mathematics, Science, Humanities and Social Sciences, Art, Music and Physical Education. LOTE (Japanese) is offered in Years 5 and 6.

Other programs offered at Andergrove State School include:
- Religious Instruction: The range of programs and year levels that are offered religious instruction depends upon our annual intake of approved volunteer religion instructors. Families may review their participation in Religious Instruction at any time and choose to opt-in or opt-out by contacting the office. Students who are withdrawn from Religious Instruction will be given alternate class work (eg. review of class literacy and numeracy concepts) to complete while under the supervision of the teacher.
- Library skills: The school has a modern library which is managed by an experienced Library Teacher Aide. The collection of books includes picture books, fiction, non-fiction, reference and audio-visual software. All children are encouraged to borrow. When borrowing a book to take home, students need a Library Bag to protect the book. These bags are available from the Uniform Shop. The usual borrowing period is for one week and all books must be returned before the end of term. There is no loaning of resources over the holiday break.
- Music program: At Andergrove, we are fortunate to have the services of a Music Specialist who works with teachers to provide a Music Program throughout the school. As part of the school music program, children are offered the opportunity to become part of the School Recorder Band and the School Choir. These programs are usually offered to children from Years 4-6.

The school is also visited weekly by Instrumental Music Teachers who provide instruction for children interested in learning Woodwind, Brass, Percussion and Strings instruments.

- School Sport: A program of both school and interschool sporting activities is planned for all children. Through these programs, our emphasis is on all children developing skills, maximising the participation of children and on providing an additional avenue for social development.

All children are placed in House Teams (Daydream, Brampton, Keswick) with all members of one family being placed in the one House Team. An annual inter-house athletics carnival is a highlight of our school calendar.

The school also participates in interschool competitions in a range of sports. Selection carnivals for major sports e.g. athletics, are held so that children with ability can proceed to representative level for a range of male and female sports.
• **School Camps:** In our efforts to provide a balanced curriculum for the children in our care, we have developed a School Camping Program for children in Years 5 and 6. Through this program, we seek to give children the opportunity to develop their social skills and other skills in an environment different from home and school.

• **Bike Education:** Students in Year 4 are offered the opportunity to attend the two day Bike Education program offered by the PCYC.

• **Student Leadership opportunities:**
  a. **Student Council:** Children enjoy the opportunity to be an integral part of our school’s development and appreciate the opportunity to have a say in its progress. A number of students are elected from Year 4-6 to form our Student Council which meets on a regular basis and is largely coordinated by the School Captains and Vice Captains. Children are responsible for airing their viewpoints, discussing the feasibility of any small projects they feel are worthwhile doing and then planning fundraising activities to finance the activity if it meets the approval of school staff. Being a member of the Student Council is an honour as it means those children are recognised by their peers as being responsible and reliable students who the student body is confident can act as their spokesperson. It also gives members the opportunity to develop their leadership and organisational skills.

b. **Peace Patrol:** Peer Playground Mediation program.

c. **Captain and vice-captain duties as required in school, music or sporting roles.**

**EVALUATION AND ASSESSMENT**

A comprehensive assessment program is carried out at the school as a basis for improving school programs, to diagnose student strengths and weaknesses, and as a basis for reporting to parents. Our assessment program is a continuous one and relies on the work that children do in class as well as their results in periodical tests. Assessment records are maintained by the school to give a cumulative assessment of your child during his or her years at the school.

During Term 2, the Year 3 & 5 children will undertake National or NAPLAN tests in Mathematics and English. Parents will receive a report about their child’s test performance by the end of Term 3. These tests are used to track student progress and inform future learning needs.

**REPORTING TO PARENTS**

Our aim is that the school will be able to provide worthwhile programs for all children in a spirit of cooperation between teachers, children and parents. Parent Teacher interviews will be offered in Term 1 and in Term 3 to discuss student progress and establish or refine student learning goals. During the year, should you have any problems or concerns regarding your child’s progress, you are invited to discuss these with the Class Teacher.

Report cards are issued at the end of each Semester. These reports are designed to give parents an indication of your child’s progress at school. As parents, you are asked to maintain close contact with your child’s teacher and you are invited to discuss any aspects of your child’s report with teachers.
HOMEWORK POLICY
We believe that homework is a partnership between school and home. Teacher, parent and child each have responsibilities. It should provide a positive time between parents and children to discuss and discover the path of student learning in our school. Homework should not become a prolonged, negative, daily experience between family members. If it is, please contact your child’s teacher as soon as possible.

BELIEF STATEMENTS ABOUT HOMEWORK
Homework at Andergrove State Primary School may be set on a daily basis or as a contract (usually weekly), to allow for more flexibility for the student and family.

We believe that homework should reinforce learning in the classroom. It is important that homework should:

- Give parents an opportunity to see what children are studying in the classroom and how their children are progressing;
- Be challenging and stimulating on an individual level;
- Encourage the development of individual study habits;
- Refine research skills;
- Drill for a purpose (e.g. number facts and spelling);
- Develop independent study skills, resource management and self-discipline in our children;
- Reinforce content and skills taught in class.
- Allow for student commitments to recreational, sporting, family, religious or cultural activities.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate.

Regulation 19 of the State Education Act states:
“A teacher may require a pupil to undertake home study which may occupy such an amount of time as a Principal may decide is reasonable in the circumstances.” The regulation does not direct the school to set home study/homework nor does it state what, if any, that home study/homework should be.

At Andergrove State School teachers will set homework using the following guidelines, which are considered reasonable. Times indicated are considered the minimum expectation for that Year level.

- Prep & Year 1: 10 minutes
- Year 2-3: minimum 15 minutes
- Year 4-5: minimum 20 minutes
- Year 6: minimum 30 minutes
- No homework is to be set on weekends or school vacations.

General
- Homework is not to be used as a punishment.
- All written homework is to be corrected.
- Homework is not a teaching tool. It is to be used to consolidate learning done in class.
- Homework should be within a child’s capabilities.

Types of Homework:
- Reading a book
- Practice related to work done in class (written homework)
- Preparing for school the next day (equipment, pads etc.)
- Collecting materials for school activities (magazines, cooking materials)
- Learning tasks (spelling, number facts)

Work that is to be used for assessment is not to be set for homework.
Homework Difficulties:
Parents should consult with their child’s teacher when the completion of homework becomes a concern. Teachers will contact parents and carers when children regularly or consistently fail to complete homework to ascertain reasons for homework not being completed and/or to gain support to encourage children to complete set homework. If, after this initial contact children continue to not complete homework, parents/carers will again be contacted and a collaborative decision may be made that homework will not be set for their child. A written record of this collaborative decision will be kept as part of the child’s school records.

THE TEACHER’S ROLE IS TO:
- Provide interesting and challenging homework appropriate for the varying abilities in the class;
- Give clear, explicit instructions and feedback;
- Be consistent in his/her approach to homework; and
- Teach necessary research and other skills to enable students to complete homework tasks.

THE PARENT’S ROLE IS TO:
- Provide an environment for the child where supervision, encouragement and help are available;
- Respect the child’s knowledge and skills; and
- Communicate with the teacher and sign the homework.

THE STUDENT’S ROLE IS TO:
- Accept responsibility for the completion of the homework, and complete tasks to the best of their ability;
- Ask for help from teacher and family; and
- Ensure the work is handed in as required.

HOW CAN PARENTS HELP?
- Have a regular daily time for homework. Decide upon a time that’s not too late, but fits in with family commitments.
- Allow for an after-school break and snack before beginning homework.
- Cut down on distractions. Try to avoid household television viewing in homework time.
- If a child becomes distracted by wanting to talk with family members, try to postpone those conversations to a better time to stop homework from dragging on.
- Use a place that is well-lit with a comfortable, straight-backed chair. Make sure it is close enough to where you will be to allow for your assistance, should it be required.
- Negotiate with your child, to decide on the order homework will be completed in.
- Keep a homework materials box or can with such things as a pencil, ruler, rubber, sharpener and other things your child regularly uses for homework. In homes with more than one school-age child, try to have a personal box for each child (shoe-boxes work well).
- Provide praise for your child’s efforts. If something is too tricky, leave it and write a note for the teacher. Send it back to a school the next day.
HOMEWORK HAZARD HELPER: Try some of these, if homework is causing difficulties …

- Show a time on the clock for a given number of tasks to be completed. Offer a reward (e.g. star, tick or lolly, game time). Children could save points for a larger treat;
- Put a reward chart nearby and collect stickers, ticks or whatever mark suits yourself and your child;
- Give positive feedback for effort (not always focused on product);
- Leave work not completed after a set time, with a note for the teacher;
- Allow for time for a favourite activity at the end of homework (e.g. a popular television show or game);
- Leave easiest activities until last;
- Ask for a week or two of easier, positive homework (to build up confidence);
- Negotiate the work load - e.g. “If you read 1 page, I’ll read 1 page” OR “If you write 1 sentence, I’ll write what you tell me for the next one” (let the teacher know if you are doing this);
- Try changing the time and location for homework. Trial venues and locations with your child - experiment together. Aim to choose a time when neither of you are busy or tired.
- Try completing homework on the computer, instead of writing it. See if it is possible to e-mail it to the teacher.
- Most importantly - talk to your child’s teacher. Let him or her know that homework is a burden and plan a solution for it TOGETHER.

10 REASONS TO READ TO YOUR CHILD…

1. Because when you hold them and give them your attention, they know you love them.
2. Because reading to them will encourage them to become readers.
3. Because children’s books today are so good that they are fun even for adults.
4. Children’s book illustrations often rank with the best, giving them a life-long feeling for good art.
5. Books are one way for passing on your moral values to them. Readers know how to put themselves in another’s shoes.
6. Because, until they learn to read themselves, they will think you are magic.
7. Because every teacher and librarian they encounter will thank you.
8. Because it’s nostalgic.
9. Because, for that short space of time, they will stay clean and quiet.
10. Because, if you do, they may then let you read in peace.

3. SCHOOL POLICIES AND PROCEDURES

Our school policies have been developed after consultation with our P&C, staff and in some incidences our student body and are aligned to expectations outlined in Education Queensland policies for state schools.

ANDERGROVE STATE SCHOOL DRESS CODE:

The Andergrove State School community strongly believes in students wearing a uniform to school every day. We actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school’s dress standards. As the parent/carer and provider of your child, we seek your full support in this matter.

Our Parents and Citizens’ Association promotes 100% adherence to the Approved School Uniform. Our Student Dress Code consists of an agreed standard and items of clothing, which includes a school uniform that Andergrove State School students wear when:
- attending or representing their school (e.g. daily lessons, excursions, (sporting or cultural events)
- travelling to and from school; and
- engaging in school activities out of school hours.

The Andergrove State School Staff and Parents & Citizens’ Association fully support a Student Dress Code policy because they believe that a Student Dress Code provides for clothing that aims to contribute to a safe and supportive teaching and learning environment through:
- ready identification of students and non-students at school;
- fostering a sense of belonging;
• developing mutual respect among students by minimising visible evidence of economic or social differences;
• promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school

Our Student Dress Code reflects school community standards and is consistent with occupational health & safety and anti-discrimination legislation. At no time should students be dressed inappropriately. Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:
• Offensive;
• Likely to disrupt, or negatively influence normal school operations;
• Unsafe for student or others; and
• Likely to result in a risk to health and safety of student or others.

In circumstances where inappropriate or unreasonable dress is worn, parents will be contacted and appropriate action taken. Parents/guardians should ensure that children arrive for school suitably attired and neatly groomed. This is best achieved by the wearing of our school uniform and suitable footwear.

Parents, staff and students have been consulted in determining this agreed Dress Code. Our Dress Code has been endorsed by our Parents & Citizens Association, therefore our Dress Code applies to all students who choose to enrol at Andergrove State School. Parents/Caregivers will be notified if their child is not complying with the Student Dress Code.

SANCTIONS FOR NON-COMPLIANCE WITH THE SCHOOL DRESS CODE:
Students not wearing the uniform are required to bring an explanatory letter from their parents.

Students who do not comply with requirements of this Dress Code may …
• Withdrawn from any activity in which the student would have represented the school.
• Withdrawn from school activities that are not an essential part of the curriculum.

SPECIAL NOTES:

1. Jewellery (e.g. necklaces, rings, bracelets, bangles, ear rings, body piercing) is not part of our school uniform. Health & Safety provisions permit the wearing of one watch, a ‘flat’ ring, one set of plain or stud earrings worn in the ears (sleepers are recommended), a medical alert bracelet/necklace or items of significant religious belief with prior notification to the Principal. Students will be requested to remove or tape jewellery during some sporting activities. Other jewellery may be ‘unsafe for the student or others’ as such items could become caught in play equipment or could come into contact with another student causing injury. A student wearing other jewellery will be asked to remove the item and if necessary give it to a staff member for safe-keeping for the remainder of the day. Students who repeatedly wear unapproved jewellery will have the item confiscated and only returned to their parents.

2. Hair must be neatly groomed (combed or brushed) away from the student’s face. To reduce the transfer of headlice, hair that is collar length or longer is to be plaited, braided or tied back with hair accessories. Long hair not tied up could be ‘unsafe for the student and likely to result in a risk to health and safety of students and others’. Hair should not be dyed un-natural colours during the school term. Inappropriate hairstyles (e.g. inappropriate words cut into the hair) could ‘negatively influence the normal school operations’ and are therefore not permitted.

3. Only clear nail polish is to be worn as other colours are ‘likely to disrupt or negatively influence the normal school operations’. Students wearing coloured nail polish will be asked to remove it by the next day.

4. Families who encounter financial difficulties providing their children with the approved Andergrove School Uniform, should discuss this with the Principal. Alternate less expensive options are possible as part of this school’s Dress Code.
5. School uniforms (including wide brimmed hats) are available from local commercial suppliers. A limited supply of second hand uniforms are available from our **school uniform shop** which is manned by P&C volunteers each Monday and Friday morning between 8.15am and 8.50am.

6. **Closed in shoes** (e.g. black shoes or joggers) are required to meet safety requirements. Thongs, sandals, shoes with high heels and open weave shoes are not permitted (except if a medical condition requires the wearing of this footwear and this request is made in writing by parents). Children in these cases are to remain in the covered areas. The wearing of socks is a health and personal hygiene requirement.

7. A high level of personal hygiene is recommended. Students are encouraged to use environmentally friendly roll-on deodorants. **Pressure packs, pump action and aerosols ARE NOT** permitted and will be confiscated.

8. **Hats must be broad brimmed, bucket or legionnaire style**, preferably in school colours (maroon). Broad brimmed hats must have a brim of at least 8cm, bucket hats at least a 6cm brim. No caps or sun visors are permitted.

9. Long and short sleeve sweaters, tracksuits and pull overs (preferably in school colours) may be worn in winter.

10. **Children attending school excursions are required to be dressed in the approved school uniform.**

<table>
<thead>
<tr>
<th>APPROVED SCHOOL UNIFORM</th>
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<tbody>
<tr>
<td><strong>Boys</strong></td>
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<tr>
<td>Polo shirt or check shirt with black shorts</td>
</tr>
<tr>
<td>Grey/white socks with closed in shoes (black or joggers)</td>
</tr>
<tr>
<td>Broad brimmed, bucket or legionnaire hat</td>
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**SPECIAL NOTE ON THE WEARING OF HATS AND SHOES**
Please ensure that your children wear a hat to avoid the dangers of over exposure to the hot Queensland sun and shoes to minimise the risk of injury to unprotected feet.

**“NO HAT – NO SHOES - NO PLAY”**

*Andergrove State School strongly encourages the wearing of broad brimmed, bucket or legionnaire’s hats to ensure children receive maximum protection from the sun. A CAP IS NOT regarded as suitable head wear as it affords very little sun protection to the wearer.*

**REPRESENTATIVE SPORTS:** Children who are selected to represent the school in interschool sport are to wear the school’s Representative Sports Uniform.
- Polo shirt in appropriate House Team colours worn with black shorts, skirt or skorts
- House colours: Daydream Diamonds (Blue and Black)  
  Brampton Redbacks (Red and Black)  
  Keswick Kangaroos (Green and Gold)
OUTLETS FOR SCHOOL UNIFORM

Andergrove Uniform Shop  
Open every Monday and Friday  
from 8.15 – 8.50am  
Polo Shirt, Shorts & Bucket Hats  
(Some pre-loved uniforms available)

Non Uniform Days: Non uniform days (Free Dress) are organised by the Student Council or P & C Association. On non-uniform days (Free Dress), sensible dress is to be worn.
  • Shirts must have sleeves. Singlet tops and crop tops with exposed midriffs are not to be worn. Clothing with inappropriate language and/or decoration is not permitted. Skirts, dresses and shorts are to be of a length that protects the modesty of the wearer.
  • Footwear, hat, jewellery and make-up standards apply as for a normal school day.
  • On sports days students may wear clothing in their house colours.

ALTERNATE DRESS CODE OPTION:
These options may be worn by students when the approved uniform is temporarily unavailable (e.g. being washed) or when financial hardship prevents families from temporarily providing the approved uniform. None of these items of clothing should have patterns, designs, designer labels etc on them. They are meant to be an economical option for those suffering financial hardship – not an opportunity for students to wear clothing that may in fact be more expensive than the Approved School Uniform.
  • Black shorts for boys or shorts, skorts or skirts for girls. Denim clothing, beach wear or board shorts are not acceptable.
  • Maroon collared shirts for girls and boys.
  • Hat - wide brimmed. No caps.
  • Shoes & socks.

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they use personal technology devices.

Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras, ipods or MP3 players to school as there is a risk of damage or theft. If it is essential students have such devices at school (ie for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they will be confiscated by school staff and may be collected by the student’s parents/carers from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office by parents/carers, unless required to be kept for purposes of Police and/or disciplinary investigation, when devices will only be returned to parents.

Devices potentially containing evidence of criminal offences will be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for any reason, for the rest of that term, or longer if deemed necessary by the Principal.
Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and taken to the school office so they are out of sight. Personal technology devices may only be used once a student has left the school grounds.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Andergrove State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for any purpose including the dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) are unacceptably contributing to a culture of distrust and disharmony.

Students must not record images anywhere that recording would reasonably be considered inappropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording …
are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Qld Police Service (QPS).

Text communication
The sending of text messages that contain obscene language, name calling and/or threats may amount to bullying, harassment and/or stalking, and will subject the sender to discipline and possible referral to Queensland Police Service (QPS). Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Responsibility Outside School Hours:
Students who use Personal Technology Devices outside of school hours such that there is a negative impact on others in the school community, are considered to have negatively affected the good order and management of the school. Such behaviour will result in consequences as outlined on pages 6 & 7.

* Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, iPads, Tablets, PDAs, iPads®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose
1. Andergrove State School strives to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and academic growth
   - raising achievement and attendance
   - promoting equality and diversity, and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at Andergrove State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying is generally considered to be deliberate behaviours aimed at having a negative impact upon victims. Behaviours that will not be tolerated at Andergrove State School include …
   - name-calling
   - taunting, teasing or threatening
   - mocking, embarrassing
   - making offensive comments
   - kicking, hitting, pushing, etc
   - taking belongings
• inappropriate text messaging
• sending offensive or degrading images by note, phone or internet
• producing offensive graffiti
• gossiping
• excluding people from groups
• spreading hurtful and/or untruthful rumours

4. Bullying may be related to:
• academic ability
• race, religion or culture
• disability
• appearance or health conditions
• sexual orientation
• sexist or sexual language
• young carers or children in care.

5. At Andergrove State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Andergrove State School are an addition to our school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to it, is a subset of procedures that our students are accustomed to.

Prevention (see also ‘Preventative Approaches to Bullying’ below)

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
• Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• Students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• Students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms, etc
• Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Anti-bullying and Cybersmart lessons are taught by teachers or other professionals (eg. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Lessons teach the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander (ie Ignore-Warn-Report but NO PAY BACK)

11. Lessons may focus on particular bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Andergrove State School attempts to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Andergrove State School uses behavioural data for decision-making. This data is entered into our One School database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Preventive Approaches to Bullying
Preventive approaches include ongoing strategies designed to foster the active involvement of all students. For all students all of the time, these include:
- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school’s role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

Staff are …
- role models in word and action at all times.
- observant of signs of distress or suspected incidents of bullying.
- minimising occasions for bullying by active patrolling during playground supervision.
- at class on time.
- helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- reporting suspected incidents to the appropriate staff member/s

This requires children to
- IGNORE … refuse to be involved in any bullying situation.
- WARN … take some form of preventative or positive response action.
- REPORT.. the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK …this only complicates the situation.
Andergrove State School recommends that parents

- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child’s social life and their acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Andergrove State School.

The following procedural steps could be followed when dealing with a report of bullying.

This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

Significant bullying report received ...

1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Responsible Behaviour Plan for Students.
2. School administration involved in counselling and/or applying appropriate consequences as per Responsible Behaviour Plan for Students. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer may be involved with students.
5. Other measures such as intervention by the school’s Adopt-a-Cop (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

NO KNIVES AT ANDERGROVE STATE SCHOOL

WORKING TOGETHER TO KEEP ANDERGROVE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Andergrove State School …

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, school based consequences such as Suspension or Exclusion but also criminal consequences such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.
What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Our Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as Suspension and/or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their school bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Andergrove State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact our school Principal.

ACCIDENTS / INSURANCE COVER

Children are under supervision daily from 8.50am until 3.00pm. However, physical activities, including sports, have inherent risks. Accidents can happen even when every effort is made to ensure the safety of children. Children seriously injured will receive treatment from the ambulance. Where possible, parents will be notified immediately but if parents can’t be contacted, an ambulance will be called.

Parents should be aware that the school does not have 'accident insurance' to cover medical or other costs in the event of accident or injury. The school recommends that parents should consider private insurance to ease concerns in this regard.

PRIVACY STATEMENT - Your Rights to Privacy:

What is Education Queensland’s role?

The Department of Education, known as Education Queensland, operates the state education system through a network of more than 1300 sites and administers grants and funding on behalf of the Government to the non-state school sector and universities. The department also provides advisory, monitoring and regulatory functions and strategic support to these areas.
Why does your privacy need protecting?
Every day, a vast amount of personal information is given to State Government departments and agencies. The Queensland Government respects your privacy and has established rules to ensure that your personal information is protected.

The Government’s privacy policy (Information Standard 42 – Information Privacy) stipulates that personal information be collected, stored, used and disclosed under very strict guidelines to prevent it from being misused or passed on without your permission.

Education Queensland is committed to protecting your privacy.

What is personal information?
Personal information is an opinion or information about a person, whether true or false, that identifies or could identify the person. This information may be recorded in a document or form part of a database. Examples of personal information include (but are not limited to) date of birth, race or ethnicity, religion, medical records, financial or criminal record.

Sometimes personal information about a person can reveal their identity even if their name is not mentioned.

How does the privacy policy work?
In all your dealings with Education Queensland, staff will make sure that your privacy is protected. Any personal information collected must be:

- Directly related to, or necessary for a lawful purpose or function of the agency;
- Relevant, up-to-date and complete;
- Collected fairly and lawfully; and
- Stored safely and securely.

Generally, your personal information must be used only for the purpose for which it was collected or a directly related purpose, unless you have otherwise given permission.

Such privacy principles may not apply if disclosure is requested or authorised under existing laws.

Can you have access to personal information held by the Government?
Yes. You can apply under the Freedom of Information Act 1992 to access, or to correct personal information held by State Government departments and agencies. This can be done by writing to FOI Coordinator, Education Queensland, P.O. Box 33, Brisbane Albert Street, Q 4002 or telephone (07) 3237 0546.

Worried about Privacy?
If you have a question about privacy, confidentiality or access to information, contact Education Queensland’s Privacy Contact Officer. If you believe that Education Queensland has breached your privacy or confidentiality, you can make a complaint to the department’s Privacy Contact Officer. Your complaint will be taken seriously and investigated thoroughly.

How do I find out more?
For further information contact Education Queensland’s Privacy Contact Officer on (07) 3237 0546 or email informationprivacy@qed.qld.gov.au or write to the privacy Contact Officer, Education Queensland, P.O. Box 33, Brisbane Albert Street, Q 4002. A copy of the Queensland Government’s privacy policy and principles is available by accessing the Education Queensland website www.education.qld.gov.au/home/privacy.htm

INTERNET USAGE
To minimise the risk of students accessing harmful information on the internet, both children and parents must sign an Internet Access Agreement that requires students to only make responsible internet use for educational purposes.
REFUND GUIDELINES
At Andergrove State School, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student’s learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:

- an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student
- an education service purchased from a provider other than the school where the provider charges the school and
- a specialised educational program.

A school fee is directed to the purpose for which it is charged.

School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child’s non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student’s account at the school, and used to offset any future charges.

Department of Education and Training policy references:

- Education (General Provisions) Act 2006
- SCM-PR-002: School Excursions
- FNM-PR-019: State Education Fees

CARE OF PERSONAL PROPERTY
Children must learn to accept responsibility for caring for their personal property. All items of clothing, books and pads must be named. The naming of property allows us to return it to the rightful owner if found.

SCHOOL SECURITY
Please be advised that our school has electronic security systems. The electronic system is connected to State Government Security, who have a call-out program with the Mackay Police. Persons found on school property without authorisation will be referred on to the Police.

SMART CHOICES
We encourage all parents to provide a healthy lunch items for their child whilst at school. High sugar and high fat treats should be kept to a minimum or best still kept for home access only. All students need a healthy snack for session 1. A healthy snack may include a piece of fruit, raw vegetables, cheese, a sandwich or a muesli bar.
HEADLICE
All schools suffer from head lice infestations from time to time. In the event that your child contracts head lice, he or she needs to be removed from the school until the head lice are treated. The best support for head lice treatment is to contact your Chemist. Head lice always seem to strike more than once in the same place, so please continue to check your child’s hair even after the first case has been treated.

PARENT AND COMMUNITY PARTNERSHIPS
The support of parents is very highly valued by all at Andergrove State School. We strongly believe that education is a cooperative process between parents, teachers and children. We seek to develop a strong partnership between home and school so that, together, we can provide worthwhile educational experiences for your child.

COMMUNICATION
QParents
QParents is a web and mobile application that provides a more convenient, easier way for parents and legal guardians of Queensland state school students to interact with their child’s school. Parents will have secure, online access to their child’s student information, anytime, anywhere, through a smartphone, tablet or computer.
Q Parents allows parents to connect instantly with their child’s school to access and manage their child’s student information including:

- Attendance and absence details, as well as the ability to notify the school of an absence
- Academic Report Cards
- Viewing unpaid invoice details, payment history, and making payments online
- Viewing and updating personal student details, including medical conditions and address
- Enrolment details

Through our school Newsletters published each fortnight, and sent home with the youngest member of each family, we seek to communicate important information about school programs and educational matters. Parents are asked to take the time necessary to read these newsletters.

Some teachers use a Communication Book or Email to enable parents, carers and teachers to maintain regular communication. Our Responsible Behaviour Cards also provide opportunities for home-school communication.

Parents are welcomed to phone the school to speak with a staff member; however, we do not disrupt teachers during teaching time to take the call. A message will be forwarded to the relevant staff member as soon as possible so they can return your call when convenient.

LEARNING PARTNERSHIPS
YOUR CHILD’S FIRST DAY / FIRST WEEKS
School Commences in 2017 on Monday 23rd January at 8.50am. On your child’s first day at our school, parents should take their child straight to their classroom area at 8.30am. Check for your child’s name on the class lists which will be posted on classroom doors. Once you’ve found the correct classroom take your child in, introduce yourself and your child to the teacher, and settle him/her at an activity. Stay only long enough to see your child settled. Often a prolonged farewell can cause distress for both the child and the parent. If he/she appears to be taking a long time to settle, the teacher will probably request that you make a hasty retreat. Most children settle within minutes of the parents leaving.

Please ensure all items of clothing and equipment are named clearly so that any article can be returned in the event of it being lost. Parents are asked to ensure all school requisites are purchased and named prior to the commencement of the school year. A booklist for all Year Levels will be issued to all children later in the year or on enrolment. DO NOT SEND TOYS TO SCHOOL. If special items become damaged or lost it causes unnecessary distress for both the child and the teacher.
When packing school lunches in the first few weeks, show your child what has been packed and explain clearly what he/she must eat at first break and what they are to eat at second break. This limits any distress and insecurity at these times and should prevent the children from eating everything at first break.

Expect your child to be very tired during the early weeks of the year. In particular Prep children are just coming to terms with having to attend each day. Discuss these issues with your classroom teacher if you are concerned.

Class newsletters are sent home within the first two weeks of each term to inform parents of class expectations, current curriculum focus, assessment and important dates.

**Parent Information sessions**
Parents are also kept informed about current trends in education through the school’s program of parent information meetings. These are often held prior to monthly P&C Meetings and advertised via the school newsletter. All parents are invited to attend these meetings. Snippets are also included in the school newsletter to inform parents of new or changing policy or procedures.

**Getting the best for your child**
From time to time you may have concerns about your child at school or the operations of the school. These concerns may grow into bigger issues if you don’t talk to the school staff about them. Concerns should initially be directed to the teacher involved and if necessary can be lodged directly with the Principal.

Education Queensland is committed to ensuring that all parents have their concerns dealt with in a fair and equitable manner and there are processes and support structures in place to enable parents to work through any issues they may have. If the problem cannot be resolved within the school, you should contact Education Queensland, Central Queensland Region at Level 4, Verde Central Building, 44 Nelson Street, Mackay (PO Box 760, Mackay), or on 4842 8300.

Parents or caregivers may also wish to contact the Queensland Council of Parents and Citizens’ Associations (QCPCA) on 3352 3900 or visit their website [www.qcpca.org.au](http://www.qcpca.org.au) for help and support. Both the QCPCA and Regional Office have access to the Office of State Schooling, which administers the operation of all Queensland State Schools, to further resolve issues if required.

**COMMUNITY COLLABORATION**

**Breakfast Club**
Due to generous donations from Andergrove Woolworths, we are able to provide a daily Breakfast Club program for all students. Currently this operates on five mornings from the kitchen in the Hall from 8.00-8.30am.

**Student Banking**
The Commonwealth Bank currently provides a service to the school to promote positive banking habits. Information packs will be provided to Prep and Year 1 students; however, additional packs will be available in the office for older students wishing to open a new bank account. Parents can now also open a YouthSaver accounts through their NetBank facility. It is a quicker, convenient and more efficient process to open a YouthSaver account via the Commonwealth Bank’s NetBank. The welcome pack for the new account will be sent to the address on the application form.

To apply for a Youth Saver account online:
- You must be opening the account for a child who is under 16 years of age. (You will have access to their account on your NetBank list of products).
- You must have an Australian residential address.

What you will need:
- An Australian birth certificate

For information on the exclusive YouthSaver account, please visit the link below.
BUS TRANSPORT
FINANCIAL ASSISTANCE – *What help can Government provide?*
Transport assistance is available for daily access to school from Queensland Transport for students who live a relevant distance from their local schools with the year levels required. Contact your local Queensland Transport office for details.

*Queensland Transport – Cnr Endeavour & Industrial Street, Mackay Phone 4951 8313*

*Mackay Transit Coaches – Phone 4957 3330*

DECISION MAKING
PARENTS AND CITIZENS ASSOCIATION
P & C involvement allows parents to become involved in the school’s decision making process. Our P & C is actively involved in planning for school development. The Parents and Citizens Association is an important avenue through which parents may have an input into the development of plans and policies for the school.

Over the years, our Parents and Citizens Association has provided many facilities for our children, by purchasing and improving sporting equipment and facilities, by improving the school grounds, and by purchasing much needed teaching aids and materials.

All parents are invited to attend the meetings of the Association, and to give support for all its activities. Meetings of the Parents and Citizens Association are held at the school on the first Tuesday of the month commencing at 6.00pm.

SCHOOL OPINION SURVEYS
Parents are often invited to provide their opinion on school operations via a range of surveys such as the Education School Opinion Surveys. Parents are encouraged to complete these surveys and return to the office by the due date so your opinions can be considered when planning for future school directions.

PARTICIPATION
PARENT VOLUNTEER ASSISTANCE:

Why Volunteer?
An effective Parent Helper Program contributes significantly to student achievement at our school. “Children, Teachers and Volunteers all benefit from a successful Volunteer Program”.

Reasons Why People Volunteer
They enjoy working with children
To find out information about what their child is doing at school
To develop a good relationship with the teacher
To let their child know that school is important
To feel they are doing something worthwhile using their expertise
To help children with their learning
To see their child in the school environment
To make new friends
“My child enjoys me being there”

Reasons Why Teachers Welcome Volunteers
To assist with teaching and learning in the classroom
To supervise groups
To keep children “on task” and provide direction
To relieve the teacher of time consuming tasks
To guide and assist children providing support as required
To give the teacher a chance to work with smaller groups and individual children
To utilise their special talents (e.g. Art, Music, Sport, Drama etc)
To provide parents with opportunities for them to become involved with their child’s schooling
To obtain input from volunteers about community needs, desires and concerns
To provide parents and other adults with accurate information about the school and class programs
What Can You Expect?
Support from the Principal, the Teacher/s and other volunteers
Enjoyment and satisfaction from working with children and the activity you are supervising
Time to browse through the activity you are to supervise and the area you are to work in. (Be sure to be punctual)
Respect from class and group members toward you and each other
The opportunity to work with your own child as well as other children
Co-operation and encouragement

Opportunities to report back after the session and to discuss the activity with the teacher
Opportunities to visit the classroom as an observer
Appreciation of your help and support

What Can The Children Expect?

A caring person who will
Listen to their thoughts and ideas, talk with them
Be positive, help with understanding the task or activity
Encourage and praise, acknowledge their effort/s
Respect them as individuals,

What Will Teachers Expect?
Early notification if unable to attend
Punctuality to ensure that organised activities can proceed as planned
Time to explain the task to be undertaken
Respect for their teaching ability and knowledge of children in their class
Support in developing good classroom habits and routines
Opportunity to discuss/read about your session
Any toddlers to be supervised by the parent in the classroom
Confidentiality regarding children's individual abilities and behaviour, classroom organisation and teachers

Before You Start
Arrive early and sign the School Attendance Register (Office)
Ensure you know and understand the task you are to supervise. (Ask the teacher if you are unsure about what is expected of the children or you)
Check to see you have the materials or equipment needed for the activity/ies
Let the children know what you expect of them
Define the working area to the children in your group
Check you know the names of the children in your group
Be sure to introduce yourself
Let the children know the task/s they will cover in the session
Be aware of the class rules, expectations
More Helpful Suggestions
Always call a child by his/her first name
Praise each child for their efforts and encourage others to participate
Be positive, friendly and supportive
Recognise answers/suggestions and then develop them
E.g.: Thank you Mark. Your answer is a good one. Would anyone like to add to it? OR Do we all agree with Mark’s answer. Why?
Try to involve each child in the activity
Help children to learn to work with others in a group by sharing, co-operating, listening, taking turns and speaking quietly
Use a positive approach, even to unacceptable behaviour and then involve the other child/ren
When the noise level in a group or individual situation is too high, stop the activity and refocus on the task using a quiet voice yourself
Encourage children to “have a go”, or “to take a risk”
If a child is disruptive and does not respond to your efforts, in a calm voice ask him/her to leave the groups and return to the teacher
Remember to SMILE and stay positive.

Some Ways Parents Can Help
Work with the children in the classroom or accompany students on excursions
Make games and materials at school or home, collect reusable materials and bring to school
Assist in the School Resource Centre (Library)
Help coach, train or transport school groups
Support P & C activities and events, assist in the tuckshop, volunteer on the register for particular activities

Working With Students
As part of providing a supportive classroom environment, each class has various routines, rules and expectations providing direction and guidance for the students. Please ensure that you positively reinforce these.

A Student Protection Policy exists in all state schools. All students have the right to protection from harm. Volunteers must not cause harm to students, actively seek to prevent harm to any students and report suspected student harm.

Parent volunteers assisting in our classrooms are required to sign in and out of the school on each visit. This can be done at the school office in the appropriate folder. Please also be aware of our fire evacuation procedures and plans that are displayed in our classrooms and around the school.
THE SCHOOL TUCKSHOP
A well-equipped tuckshop operates in the school four days a week (Tuesday – Friday). The aim of the tuckshop is to provide a healthy menu for children while covering all operational costs. Any profits made are spent to improve school facilities for the children in our care.

**To operate the tuckshop successfully, we rely on the volunteer support of parents to work on a roster system. Volunteer Rosters will be worked out early in the new year. Please complete a Tuckshop Helper’s Form, or contact our Tuckshop Convenor if you are able to assist at the Tuckshop.**

Orders for Years Prep to 6 should be written on the outside of brown paper bags with child’s name and year. Please use a separate bag for each lunch break. Money should be enclosed with the order. Orders are taken directly to the Tuckshop by students BEFORE school. Children collect their own order at lunch breaks.

**TUCKSHOP PRICE LISTS ARE INCLUDED WITH THE HANDBOOK AND ARE UPDATED AS MAJOR SEASONAL CHANGES ARE MADE**