

Gatton State School

Parent



Handbook

QUALITY EDUCATION IN A MODERN SETTING



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CONTACT DETAILS

All correspondence should be addressed to:-

**Gatton State School,
PO Box 166,
Gatton Q 4343**

Gatton Primary School	Phone: (07) 5466 3333
	Fax: (07) 5466 3300
Special Education Unit	Phone: (07) 5466 3317
Gatton Prep Class (North)	Phone: (07) 5462 1473
Gatton Prep Class (South)	Phone: (07) 5462 2465
Early Childhood Development Class	Phone: (07) 5462 2099
Speech Language Pathologist	Phone: (07) 5462 2099
Physical Education teacher	Phone: (07) 5466 3306
Library	Phone: (07) 5466 3312
Tuckshop	Phone: (07) 5466 3314
Gatton Outside School Hours Care (6:30-9am & 3-6pm)	Phone: (07) 5462 4927

Office Hours: 8:15 am – 3:45 pm Monday to Friday





INTRODUCTION

Dear Parents,

Welcome to Gatton State School.

When parents enrol their child/children at this school we enter into an important partnership to provide quality education for all students.

It is our belief that education is the responsibility of both teachers and parents/caregivers. Therefore, we ask you to form a partnership with us so that your child/children can develop trusting working relationships with adults who care about their welfare.

To enable this partnership to work effectively we need to have good communication. The school communicates to you through the fortnightly newsletter, parent interviews, report cards, Information Booklet, informal chats with teachers, letters/notes home, reports at P&C Meetings and special meetings arranged to discuss particular topics.

We hope that your association with this school will be a happy one and that your involvement in our activities will help to further a spirit of cooperation and cohesion within our school community.

We look forward to working with you.

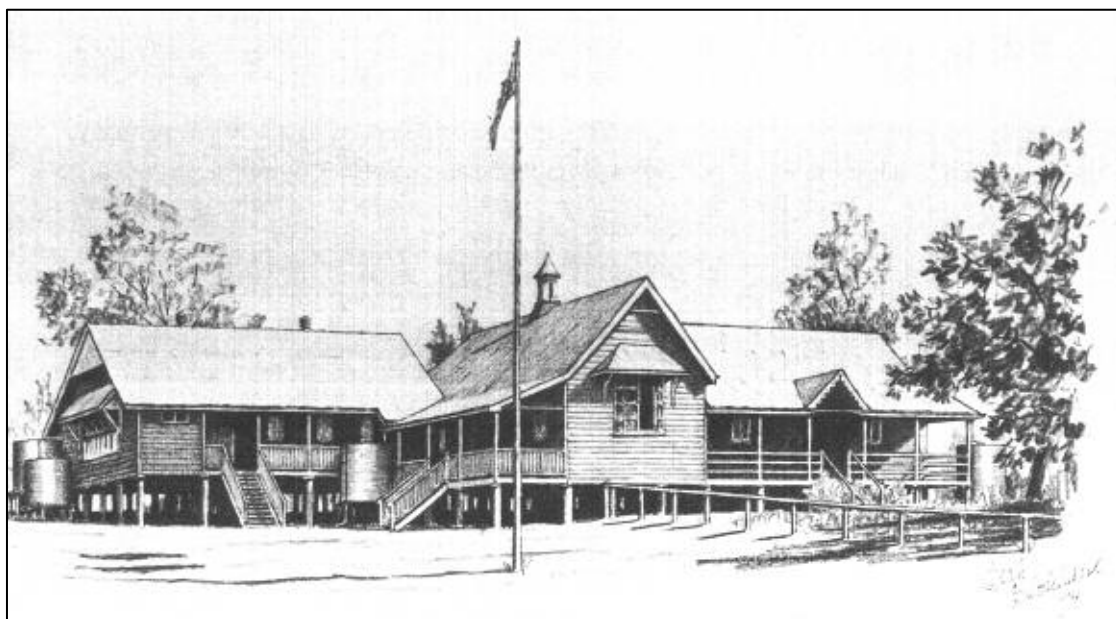
Please contact me if you have any questions.

Yours sincerely,

G.D. St. Clair
Principal



GATTON STATE SCHOOL HISTORY



The original school in Gatton was a private school run by the Very Reverend Henry Brun. During the period 1870 to 1874, the community of Gatton, with the assistance of the Very Reverend Henry Brun, wanted to change the school status from 'private' to 'non-vested'. A 'non-vested' school would receive Government aid in the form of school equipment and payment of a teachers' salary and the Church would supply the school buildings.

In 1875, the Gatton community worked towards the establishment of a vested school. That is, the Government's General Board would not only pay for the teacher, but select him or her. The local people would be required to provide one third of the cost of building construction. After much correspondence on the part of Mr. J.J. Stubberfield with the Government's Board of General Education, the board saw their way clear for a Schoolroom, Amenities Block and School Residence to be erected on the hill above where the Gatton Memorial Pool is today.

The Gatton State School was opened on the 31 January 1876 by Mr. John Morrison, the first teacher at the school. Later, a High School for the Lockyer District was opened on 16 January 1913.

In 1913, the Gatton Intermediate School was formed from the State School to bridge the gap between primary and secondary school. The then Grades VI and VII were taken from the primary section and given compulsory instruction in vocational work (manual training in wood and metal work for the boys and domestic science for the girls) and more elementary science.

By 1934 (during the Great Depression), attendances had fallen to such a degree that payment of a salary to a separate High School Principal seemed unjustified. In October 1934, The Director of Education, Mr. B.J. McKenna recommended that the High School be closed and that a High Top be established in conjunction with the State School. This took effect from the 1 January 1935 and Mr. F.T. Milne took charge of the newly combined school.

During the first half of 1935, the school complex was removed from the pool site and rebuilt in the present State School Reserve. Only the Head Teacher's Residence remained behind on the hill where the Gatton Swimming Pool is now situated.



There have been many changes and developments to the school since its removal to this site. Some of these are listed below:

- | | |
|---------------------------------------|--|
| 1956 - 1957 | Construction of sports oval including tennis courts. |
| <input type="checkbox"/> 1956 - 1957 | Bee House erected by volunteer labour. ('Honey House') |
| <input type="checkbox"/> 1961 | Lockyer District High School opened. |
| <input type="checkbox"/> 1974 | Library opened by Sir Gordon Chalk. |
| <input type="checkbox"/> 1975 | Levelling of North Oval. |
| <input type="checkbox"/> 1975 | Pre-school centre officially came into use. |
| <input type="checkbox"/> 1976 | Administration Block built. |
| <input type="checkbox"/> 1991 | Original State School buildings burnt down |
| <input type="checkbox"/> 1992 | Modern, double storey classrooms built |
| <input type="checkbox"/> 1993 onwards | Addition of several new classroom blocks |
| <input type="checkbox"/> 2007 | Start of the Prep Year of schooling |

Gatton State School has had a long and proud history. Building on the original efforts of Mr. J.J. Stubberfield, many parents and citizens have worked long hours in the past to secure up-to-date amenities and resources for the school. This has given the school a strong foundation on which to continue to develop as we commence the twenty-first century.



Teaching Block A



Junior Playground – built 2007



SCHOOL PROFILE

Location & Characteristics

Gatton State School is located in the Darling Downs South West Region and services the community of Gatton. Classrooms are a mixture of traditional and open plan spaces catering for composite and single year level classes.

The community consists of the urban centre of Gatton, heart of the Lockyer Valley, the University of Queensland Gatton Campus and surrounding land used predominantly for agriculture.

The School campus includes the primary school (Prep to year 7) and a special education unit (including early childhood development class). The School caters for a diverse student population, including those for whom English is a second language, from families associated with the University of Queensland, the urban centre of Gatton, and the rural industry. The itinerant nature of some families from these areas causes fluctuations in the school population throughout the year.

The November 2007 enrolment was 657.

Personnel

Gatton Primary

Principal
Deputy Principal
25 classroom teachers
Music teachers
LOTE teachers (German)
Physical Education teacher
Teacher-librarian
Instrumental Music teachers
Support Teacher Learning Difficulties

Gatton SEU and SEDC

Head of Special Education Services
6 classroom teachers

The teaching staff are assisted by the following support staff:-

Speech Language Pathologist
Guidance Officer/Behaviour Management
Teacher
Physiotherapist
Occupational Therapist

Teacher Aides
School Crossing Supervisors
Schools Officer
Administrative Officers (both full and part-time)
Chaplain

Facilities

The School site measures 6.2 hectares.

The grounds include:-

- 3 playing fields
- 3 tennis courts
- grassed netball courts
- Fitness trail
- Gymnastics area
- 2 children's forts
- 2 covered play areas
- a sailcloth shade area

The buildings and facilities include:-

- a modern computerised library
- a large daily operated tuckshop
- a computer laboratory
- wheelchair access to many buildings for disabled children
- a music block
- the Prep precinct
- two Special Education Unit blocks, one being an activities block
- numerous general teaching blocks



COMMUNICATIONS

Newsletter

A school newsletter is published fortnightly to keep you informed of school news and happenings. The newsletter regularly includes news from the P&C Association and the school. Newsletters are sent home with the youngest child in each family.

Parent/Teacher Interviews

Parent/Teacher interviews are offered twice per year at the end of each semester. At the end of semester one, appointments are scheduled through the school office. At the end of semester 2, teachers and parents schedule appointments. The school encourages parents to communicate regularly with teachers either by letter, phone or in person.

Appointments with Teachers

Parents are encouraged to discuss their children's progress with teachers. The most suitable time for doing this would be before or after school, as parents can appreciate the importance of allowing uninterrupted class lessons. It would be appreciated if parents wishing to arrange an interview with the teachers or Principal would kindly make an appointment through the school office. Appointments need to be made to allow teachers adequate preparation time, especially before school. We ask that when parents request interviews with staff, that they please avoid Tuesday day afternoons as most staff meetings are held at that time.

FOR YOUR INFORMATION

Enrolments

Children entering Prep in 2008 must have been born between 01 July 2002 and the 30 June 2003 (children must turn 5 by 30 June of their prep year).

Children entering Year one in 2008 must turn 6 by the 30 June of year 1.

For the purpose of enrolment of a child, the Principal (or his representative) will require a parent/guardian to produce documentary evidence of date of birth.

Enrolment Transition Arrangements

A new child to the school will be assigned to a temporary class for several weeks. In this time, the child will be observed and assessed so that the most suitable permanent class can be selected. For some lessons or subjects (usually English & Mathematics), children may be streamed by ability. Groups will be flexible with children changing classes as required throughout the year.

Parental Access to Students and Custody Details

In these situations, it is imperative that the Principal be advised in writing of the custody and access arrangements of the children involved. If a court order has been issued, then the Principal will ask to see this court order and make a copy.

This is to ensure that school personnel comply as far as possible with requests in relation to:-

- (a) granting or refusing access to children during school hours
- (b) providing certain information to the other party

Buses

Please contact Gatton Bus Service located in Cochrane Street (07) 5462 1088 for information with regard to bus routes and costs.

Bus supervision is provided in the afternoons while children wait for their buses. While travelling by bus, students are under the supervision of the bus driver. At all times, students are to conduct themselves in a polite and safe manner.

**Smoking**

Smoking is not permitted in any part of the school, including the ovals.

Visitors Register

All visitors and volunteers in the school are requested to sign the Visitors' Register in the foyer of the Administration Block. Visitors and Volunteers to the SEU or classrooms will need to sign in at these particular sites. Tuckshop volunteers will need to sign in at the tuckshop. Badges will be issued to visitors and volunteers who regularly working at the school.

Use Of School Grounds

A person or club wishing to use the school grounds for a particular event or purpose will need to contact the Principal to seek permission to use the grounds.

In general, people should not enter the school grounds without permission, particularly after hours. If people are found on the school grounds, their names and description will be taken and investigations will be carried out to ascertain whether or not they have permission. If necessary the police will be contacted.

Parents And Citizens' Association

This Association is the official parent body constituted to assist the Principal with the administration of the school. Meetings are held on the third Tuesday of each month in the staff room (in the Administration block), commencing at 7:30 pm. The Association provides additional equipment and amenities for the school, and provides a forum for parents/caregivers to become involved in the discussion of matters of interest to our school in particular, and to education in general. All parents/caregivers are cordially invited to attend such meetings.

Fundraising

The parent bodies of the school conduct various fundraising projects throughout the school year. Parent support for these projects provides funds which are spent on improving school facilities and provides resources over and above those supplied by the Education Department.

A voluntary Parent Levy may be used as a fundraiser. Parents who pay this levy do not have to take part in other fundraisers throughout the year.

School Routine

8.45 am	First bell: Children prepare for class and attend to personal needs.
8.55 am	Second bell: School starts.
8.55 am - 11.00am	Morning Session
11.00 am -11.30 am	Morning Recess
11.30 am -1.00 pm	Mid-morning Session
1.00 pm - 1.40 pm	Lunch/Play
1.40 pm - 1.45 pm	Attend to personal needs, return sporting equipment
1.45 pm - 3.00 pm	Afternoon Session

No children are permitted to leave the school ground during school hours without teacher permission or possession of lunch pass. These will only be approved in exceptional circumstances.

Booklists

Booklists are available for each year level. It is recommended that students have access to the materials to aid in their effective schooling. Booklists for next year will be available from the school office in the last week of term four.

**2008 School Calendar**

JANUARY	FEBRUARY	MARCH
Mon 21 Tuckshop Open for uniforms Thurs 24 Pupil Free Day Fri 25 Pupil Free Day Mon 28 Australia Day holiday Tues 29 School resumes tm 1	?? Parent Information Night Tues 19 P&C AGM	Tues 18 P&C Meeting Fri 21 – Good Friday holiday Mon 24 – Easter Monday holiday
APRIL	MAY	JUNE
Fri 04 Last day Term 1 Mon 14 Pupil Free Day Tues 15 School resumes tm 2 Tue 15 P&C Meeting Fri 25 ANZAC Day – Holiday	Mon 05 Labour Day Holiday Tues 20 P&C Meeting 13-15 National Lit/Numeracy Testing	Mon 09 Queen's Birthday Hol. Tues 17 P&C Meeting Fri 27 Last day term 2
JULY	AUGUST	SEPTEMBER
Mon 14 Pupil Free Day Tues 15 School resumes-Tm 3 Tues 15 P&C Meeting	Mon 11 Show Holiday Tues 12 Infant Fun Day Wed 13 Pupil Free Day Friday 15 Yr 4-7 Athletics Tues 19 P&C Meeting Mon 18 Book Week	Fri 19 Last day Term 3 10-12 Year 5 Camp
OCTOBER	NOVEMBER	DECEMBER
Mon 06 School Resumes tm 4 Mon 20 Pupil-free day Tues 21 P&C Meeting	Tues 18 P&C Meeting	Tues 09 Dance Night Yrs 4-7 Wed 10 Dance Night Yrs 1-3 Thur 11 Break up Party Day Fri 12 Clean-up day

Special Education Unit & Early Childhood Development Class

The Gatton Special Education Unit, as part of the Gatton State School Campus, aims to provide programs for students with disabilities. Programs are designed to assist each child to acquire the skills necessary for maximum participation in the social and economic life of the community. Educational Adjustment Program procedures ensure that every child has an individual education program which is reviewed regularly.

Our task is to enhance the human abilities and life options for all who attend. The Unit has a staff of specialist teachers, therapists and several part-time aides. Children are catered for in several groups. Most of the children spend part of the day in the mainstream primary school classes.

Outside School Hours and Vacation Care

The school offers a Before School, After School and Vacation Care program for prep and primary school children. The program runs from 6:30a.m. - 8:30a.m. and 3:00 p.m. - 6:00 p.m. on school days and from 8:00 am to 6:00 pm during the school holidays and pupil-free days. The program is based in a purpose-built facility within the school grounds. Afternoon tea is provided as part of the program.

The program is open to all the parents of children in the Lockyer Valley. Both permanent and casual bookings are available. All children must be enrolled prior to the use of the service. Enrolment forms are available from the school office. Fee relief is available for those families who are eligible. Information about this can be obtained from the coordinator.

The program is controlled by a P&C Association Sub-Committee and is subsidised by State and Commonwealth funding. The day-to-day running of the program is organised by a Coordinator and his/her assistant.



School Tuckshop

The tuckshop operates each day at morning tea and lunch time. Tuckshop prices are reviewed as necessary and price changes are noted in the school newsletter. A full price list is available on request from the school office.

Notes About Tuckshop Ordering

An ordering system operates as follows:-

- Children in years 1-3 must order both morning tea and lunch.
- Children in years 4-7 must order lunch. Morning tea may be purchased directly over the counter by upper school students.

Please use separate, clearly marked packets for ordering morning tea and lunch, with correct money in each packet if possible. Refer to the examples below:-

MORNING TEA Jill Smith 4L	packet 1
Apple \$0.70	
Orange Juice (Popper) \$0.70	
TOTAL \$1.40	

LUNCH Jill Smith 4L	packet 2
4 Salad Sandwiches \$2.80	
Juice \$1.50	
TOTAL \$4.30	

- If money for both lunches is in one packet only, please make a note of this on the packet.
- Please ensure that the packets are large enough to hold the order - **NO ENVELOPES PLEASE.**
- An extra 5c will be added to each order if no packet is supplied. Brown paper lunch bags are available from Coles and are cheaper than envelopes.
- The tuckshop also sells uniforms and is open from 9:30 am to 1:30 pm Monday to Friday.

Uniform

The school uniform, as outlined, must be worn. Please refer to Appendix 1 for detailed notes. The key to wearing the school uniform is pride in appearance. Any public action, good or bad, performed by a student wearing the school uniform, automatically reflects on the school.

Clothing Pool

Second-hand uniforms may be purchased from the tuckshop Monday to Friday between 9:30am and 1:30pm. Donations of unwanted uniforms would be appreciated.

Personal Property

All books and articles of clothing should be clearly marked with the child's name. This will assist teachers identify and return belongings to students. Items which are not named will be placed into lost property. Lost property is located in the lockers outside the tuckshop.

Attendance

Regular and punctual attendance at school is expected of all pupils. Should a pupil arrive late or be absent from school, a correctly addressed and dated letter from the student's parent/caregiver is required.

**Disease Exclusion Table**

Recommended Minimum Exclusion Periods for Infectious Diseases from Schools and Child Care Centres based on National Health and Medical Research Council (NHMRC) 1992, and August 1996 notes These are minimum exclusion periods. Ill children should not be sent to school.

Chicken Pox including shingles which is caused by the same virus.	
Case	Exclude for a period of 5 days after eruption first appear. Note: some remaining scabs are not an indication for continued exclusion.
Contacts	Not excluded. Children with immune deficiencies should be excluded for their own protection.

Conjunctivitis - acute infections	
Case	Exclude until discharge from eye(s) has ceased.
Contacts	Not excluded.

Diarrhoea - from unknown cause, rotavirus, giardia, salmonella, campylobacter, ameobiasis	
Case	Exclude until diarrhoea has stopped.
Contacts	Not excluded.

Hand Foot and Mouth Disease	
Case	Exclude until blisters have dried.
Contacts	Not excluded.

Herpes (Cold Sores)	
Case	Young children unable to comply with good hygiene should be excluded while the sores are weeping. Cover sores whenever possible.
Contacts	Not excluded.

Hepatitis A was previously known as infectious hepatitis	
Case	Exclude for 7 days after jaundice begins, and a medical certificate of recovery is produced.
Contacts	Not excluded.

HIB Disease Haemophilus influenza B infection - causes meningitis, epiglottitis and other diseases	
Case	Exclude for 24 hours after starting antibiotics.
Contacts	Exclusion not necessary, but antibiotics may be needed. Medical advice is essential. .

Impetigo (School Sores)	
Case	Exclude until treatment has commenced and exposed sores are covered with a dressing. .
Contacts	Not excluded.

Influenza and influenza like illness	
Case	Exclude until well.
Contacts	Not excluded.

Leprosy	
Case	Exclude until public health authorities allow return.
Contacts	Not excluded.



Measles	
Case	Exclude for at least 4 days after the rash comes out.
Contacts	Immunised contacts not excluded. Unimmunised contacts should be vaccinated within 72 hours or given gamma globulin within 6 days. If not, they should be excluded until 14 days after the rash appears in the last case in the school/centre.

Menigococcal Disease usually causes meningitis	
Case	Exclude until an antibiotic to eliminate the bacteria from the nose and throat has been taken.
Contacts	Very close contacts should be given an antibiotic. Please seek advice from Public Health Authorities. Otherwise no exclusion period.

Mumps	
Case	Exclude for 9 days after symptoms start.
Contacts	Not excluded.

Ringworm, Scabies, Lice (pediculosis), Trachoma	
Case	Exclude until the day after treatment starts.
Contacts	Not excluded.

Rubella German Measles	
Case	Exclude until the person has had at least 24 hours of antibiotics, and they feel well.
Contacts	Not excluded.

Tuberculosis	
Case	Exclude until public health authorities allow return.
Contacts	Not excluded.

Typhoid and Paratyphoid Fever	
Case	Exclude until a medical certificate of recovery is produced.
Contacts	Not excluded. Family contacts should not prepare or serve food (e.g. in a school tuckshop) until cleared by medical authorities.

Whooping Cough	
Case	Exclude for 14 days after the whoop begins, or for 5 days after the start of a 14 day course with an effective antibiotic. .
Contacts	Contacts under 7 who are not fully immunised should be excluded for 5 days after starting a 14 day course with an effective antibiotic. Children who do not take 14 days course of antibiotics should be excluded for 14 days.

Other diseases not requiring exclusion periods are:

Glandular Fever (Infectious mononucleosis)

Molluscum Contagiosum

Hepatitis B and C

Hook Worm

Hand, Foot and Mouth Disease

HIV/AIDS

Cytomegalo Virus

Neil Parker, Darling Downs Public Health Unit



Accidents and Illness at School

Students who become ill at school must first report to their classroom teacher who, in turn, will direct them to the office. Facilities for accommodating sick children are limited, so whenever possible, parents are notified by telephone to arrange for their prompt collection.

Whilst the care and protection of your child at school receives appropriate attention, accidents may still occur. If a minor accident occurs and results in a small cut or abrasion, the person will be given basic first aid (i.e. the wound will be cleaned and dressed or in some cases ice may be applied.)

In the event that there is a serious accident, the ambulance will be called to transport the child to hospital.

Please ensure the school has your emergency contact phone number/s and your current home address.

Children's Medication

In accordance with Education Queensland Regulations, teachers may administer oral medication to children provided a **written request** from parents is received and instructions for administering the medication are provided by a pharmacist or doctor. This advice should also include dosages and times for medicine to be administered.

Pupil Contribution

The Pupil Contribution for handouts in all subject areas (approximately 140-160 sheets) has been set at \$14.00 per pupil, payable by the 1st Friday of February. This contribution, approved by the P&C Association, will ensure parents will not be required to buy many commercially prepared text books.

P&C Levy

The P&C Association operates a voluntary P&C Levy to supplement fundraising efforts for the purpose of improving the school facilities including teaching, sporting and playground areas. Please refer to the sheet in the back cover of this booklet for additional information.

Bookclub

The school participates in the activities of the Scholastic Bookclub, which markets good quality books for the children at reasonable prices at regular intervals during the year. Students are supplied with order forms appropriate for their year levels and are encouraged to make their own selections for the purpose of acquiring their own collections.

STUDENT SUPPORT

Support Services Team

The School has as part of its staff, a number of support personnel who provide support services for our children. This team is made up of:

- Head of Special Education Services
- Deputy Principal
- Guidance Officer
- Support Teacher – Learning Difficulties
- Speech Language Pathologist
- Class Teacher Representative



This team meets every fortnight to discuss and make decisions about the type of support required for our students so that their needs (academic, behavioural, social and emotional) can be met.



Teachers and parents can refer children to the Support Services Team by speaking with your child's class teacher about making a referral.

Support Personnel

Our School has as part of its staff, a number of personnel who provide support services for children. These staff work cooperatively with students, parents and staff to enhance learning, behavioural and social/emotional outcomes for students.

Support Programs

Our school offers a range of support program to assist our students in the areas of learning, behaviour and social/emotional. Examples include:

- Support-a-Reader, Support-a-Writer and Support-a-Maths
- Reading Recovery
- Literacy and Numeracy Support
- Guidance assessment, counseling and program planning
- Gifted and Talented Programs

Gifted and Talented

Our School offers a range of Gifted and Talented Programs for students who need to be extended or accelerated in curriculum areas. Students who display characteristics of Giftedness are referred to the Support Services Team for assessment by the Guidance Officer and Support Teacher. The Support Services Team works in collaboration with teachers and parents to ensure the student's needs are met and an appropriate Accelerated Learning Plan is developed for the student, where necessary.

School Chaplain

Our School has as part of its staff a full-time Chaplain who supports both students and family members in fostering the physical, mental, social and spiritual development of all children at our school. She models Christian values while recognising and respecting other spiritual and ethnic insights.

Our School Chaplain organises many programs in our school including:

- The Breakfast Club
- Lunch time activities – cooking, craft, woodwork, games
- Friendship programs
- The 'Shine' Program (self esteem and deportment program for upper-primary aged girls)



RESPONSIBLE BEHAVIOUR PLAN

Our school has a Responsible Behaviour Plan which outlines how we are going to teach and reward appropriate and positive behaviour and how we will respond to inappropriate behaviour.

Our plan is designed to promote a positive, safe and supportive environment for students, staff and parents so that the rights of all members of our school community are upheld. Our Responsible Behaviour Plan has been approved by our school's P&C Association and the Executive Director of Schools – Toowoomba District.

Our School Expectations

Gatton State School has **three** behaviour expectations which are taught to all students:

- 1. Be a Responsible Learner**
- 2. Be Respectful**
- 3. Be Safe**

Our plan includes three levels of intervention and support:

- 1. Whole School Support** – Strategies and processes for teaching and reinforcing positive behaviour
- 2. Targeted Intervention Support** – Strategies and Processes for groups of students who require more support
- 3. Individual Intervention and Support** – Strategies and processes for those students who may require a more intensive and individualized program to support them with managing their own behaviour

POSITIVE REINFORCEMENT AND REWARDS

At Gatton State School, we use a variety of positive reinforcers and rewards to reinforce appropriate behaviours.

Student Of The Week

- Each week, teachers nominate a student who is improving or doing well with their behaviour or work. This certificate is handed out on parade.

Positive Behaviour Certificates

- Students who receive a Level A, B or C will receive a certificate for their behaviour. Students on Level A will receive their certificate on parade.

Bee Awards

- Bee Awards (drawn out of the lucky box on parade) and a special reward given to those students.

End Of Term Celebration Activities

- At the end of Terms 2, 3 and 4, an End-of-term Celebration Activity is organised for students who have been allocated Levels A and B.



Our Levels of Support - Behaviour

Gatton State School has **five** Levels of Support for Behaviour – **A,B,C,D and E**, which are allocated to students depending on the level and type of support required to manage their behaviour NOT just about how the student behaves.

- All students at the commencement of the school year and students enrolling throughout the year are 'neutral; in terms of levels of support (ie. Not assigned a level). Allocating Levels of Support for students occurs at Year Level Meetings at the end of Term 1, 2, 3 and 4.

E	D	C	B	A
<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student has a lot of difficulty managing his/her own behaviour and follows the school expectations. • Student requires a significant level of support from a variety of personnel and sources. • Student requires an Individual Support Plan. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student has difficulty managing his/her own behaviour and follows the school expectations. • Student requires support from a variety of personnel and sources. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student usually manages his/her own behaviour and follows the school expectations. • Student may require support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student mostly manages his/her own behaviour and regularly follows the school expectations. • Student demonstrates a high level of appropriate behaviour. • Student may require some support at times. 	<p>INDICATORS:</p> <ul style="list-style-type: none"> • Student can independently manage his/her own behaviour across all school environments and consistently follows the school expectations and demonstrates a very high level of appropriate behaviour. • This student takes initiative and is a model for other students.
<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Referral to Support Services Team • Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) • Intervention from Principal/Deputy • Classroom management strategies • Development of an Individual Support Plan with regular data collection • Curriculum & Environmental modifications • Referral to external agencies • Daily monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Referral to Support Services Team • Intervention from support personnel (GO, ST-LD, Chaplain, HOSES) • Intervention from Principal/Deputy Principal • Classroom management strategies and Individual Support Plan • Environmental modifications • Educational adjustments if required, to optimise learning • Regular monitoring 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Mentoring/coaching from another person • Reminder of school and class expectations • Educational adjustments if required, to optimise learning • Classroom management strategies 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Reminder of school and class expectations provided generally to the class or at parade 	<p>SUPPORT STRATEGIES:</p> <ul style="list-style-type: none"> • Positive reinforcement of appropriate behaviour
<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Level shown on report card • Time out • Daily monitoring • Interview with Principal or DP • Parent contact/interview • May be excluded from some activities and school functions eg. camps • May be suspended from school 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Level shown on report card • Time out • Regular monitoring • Interview with Principal or Deputy Principal • Parent contact/interview • May be excluded from some activities 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level C Certificate • Level shown on report card • Can participate in all school activities • May participate in an end of term reward activity 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level B Certificate • Level shown on report card • Can participate in all school activities • Can participate in an end of term reward activity • Can be a helper at sporting events and school functions • Can nominate for Student Councillor (Yr 5-7) and House Captain (Yr 7) and Music Captain (Yr 6/7) – NOT School Captain 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Receive a Level A on parade Certificate • Level shown on report card • Can participate in all school activities • Can participate in an end of term reward activity • Can be a helper at sporting events and school functions • Can nominate for all leadership positions – School Captain (Yr 7), House Captain (Yr 7) and Music Captain (Yr 6/7) and Councillor (Yr 5-7)



CURRICULUM

Key Learning Areas

The teachers at our school provide a variety of experiences for our children covering the Key Learning Areas of:

- English (Reading, Writing and Spelling)
- Mathematics
- Science
- Studies of Society and the Environment
- Health and Physical Education
- The Arts (Visual Arts, Drama and Music)
- Technology
- Language Other Than English (German) – Years 5-7

Assessment and Reporting

Throughout the year, teachers develop Assessment Tasks for their units of work they teach. These tasks are assessed and moderated by the teachers using Criteria and Standards sheet. The standards are based on a 5-point rating scale from A to E.

Reporting to Parents

Written progress reports are distributed to parents at the end of each semester (June and December). Teachers also conduct interviews with parents to discuss comments, ratings and general progress at the end of Semester one. Interviews for semester 2 are based on requests from either parent/caregiver or teacher.

Report cards report on the student's achievements and progress for various Key Learning Areas, on a rating scale (**A,B,C,D and E**) for work and effort for **Years 4-7** and a **5-point scale** for **Years 1-3**.

Middle Phase of Learning

Gatton State School offers a wide variety of programs and different times throughout the year, to engage students in the middle years of schooling (Years 5-7). Some of these programs are targeted towards certain groups of students, and others are available for students in Years 5-7.

- Friday afternoon sport
- Gifted and Talented Programs
- Robotics
- Options Programs (usually runs in Term 4) for 6 weeks
- Includes programs such as:
 - Cheerleading, Hockey
 - Beading, Craft, Scrapbooking
 - Robotics, Digital Photography, Technology
 - 'Shine' Program for girls



Robotics Program

Sport and Physical Education

All students participate in Physical Education lessons once per week throughout the year, except for when they are doing swimming. A range of skills and experiences are taught including athletics, ball games, ball, skills, dancing, gymnastics, team games etc.

Swimming

Swimming lessons are provided for all children in Terms 1 and 4 from Years 1 to 7. (N.B. Year One children only swim in Term 4.) Instruction is provided by the school's Physical Education teacher with assistance from the classroom teacher. All children must pay admission costs to the pool as



well as bus transport costs to and from the pool.

Educational Trips and Excursions

Throughout the year, class teachers may wish to take the children on an excursion or visit a place of interest that may pertain to work which is being studied. Parental permission is sought on all such occasions. Cost of transport, admission charges etc. are required to be met by the parents.

Camping

A camping program, commencing in Year 5 and continuing through to Year 7 has been implemented. Classes are notified when camps are planned. Parental permission is required and costs are to be met by parents.

The approximate cost of camps are:-

Year 5 & 6 - \$90 - \$100

Year 7 - \$130 - \$140



Rock Climbing
Year 7 Camp

Instrumental Music Education

Instruction is provided in strings, brass, woodwind and percussion instruments by qualified instrumental music instructors employed by Education Queensland. Admission to these classes is limited to children in **Years 3-7** who show both interest in and aptitude for music. Lessons of thirty minutes duration are provided one day per week during school time.

A student has the use of a school instrument for twelve months, it is then expected that a family will purchase an instrument. A yearly charge applies for students who borrow a school instrument. Pupils enrolled in these classes will be required to make some commitment of their own time as well as meeting certain expenses (e.g. music camps, excursions etc.). Full details can be obtained from the Music Teacher.

All students in the String Orchestra and the Concert Band are required to have the Music Uniform. The uniform will be worn at the eisteddfod mid-year but may also be worn at other performances throughout the year. The same uniform is to be worn by both boys and girls:-

- Long black trousers or slacks (no track suit pants or jeans) (If a belt is worn it is to be black) Alternatively, girls may wear an ankle length black skirt.
- Short black socks
- Black shoes (must be all black)
- White long sleeved, collared, cotton shirt
- Girls' hair is to be tied back with a scrunchie supplied by the school.
- Vests and bow ties (supplied by the school)



Instrumental Music Students

Band, Recorder Band, Vocal Group, Signing Choir and Junior Choir

Band

Children studying percussion, woodwind and string instruments also take part in the School Band. The Band practises at least once a week and plays at functions throughout the year.

Recorder

- All children from **Years 4-7** learn to play the recorder at school.
- **All Year 7** children are in the school's Recorder Band and play on parade and other functions.



Vocal Group

The school's Vocal Group is made up of students who sing at school and at special functions.

- Vocal Group – **Years 4-7**
- Junior Choir – **Years 1-3**

Signing Choir

Our Signing Choir practices at least once a week and performs at various school and community functions.

School Sporting Houses

Upon enrolment, pupils are assigned to a Sporting House. A pupil remains in that house for the duration of his/her enrolment.

Our Sporting Houses:

- Comets (green)
- Meteors (blue)
- Planets (red)
- Stars (yellow)



Student Council

One student representative from each Year 5 -7 class is selected by a secret ballot. School Captains are automatically part of the Student Council. A student cannot participate on the Student Council for two consecutive years.

Student Council meetings are held approximately twice each term. The role of the Student Council is to enhance decision making in the school by the provision of timely and relevant advice, comment and recommendations to the Principal.

Religious Instruction

A co-operative non-denominational Religious Instruction program is provided by either Ministers of Religion or appointed Lay Persons on a weekly basis. Exemption from attending is granted only upon written request from parents or guardians.

Children may only change Religious Instruction classes when parents notify the school in writing.

Children who do not attend the co-operative Christian program in the classrooms are supervised in the library.

School Internet Access

The Internet is a wonderful resource for children and teachers to use when learning or teaching about the different curriculum areas. The Internet provides both information and communication with friends or access to expert material for research projects. Teachers and students use the Internet to provide an audience for their creative works and for learning information access and searching skills. The information provided through the Internet can be the most up-to-date and relevant available.



HOMework

Community views about homework range from those who love it to those who hate it. This policy attempts to satisfy the needs of teachers, students and parents.

Statement of intent

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, recreational and cultural activities.

Notes

- Each teacher will decide whether or not to set written homework. Where regular written homework is not set, parents are advised that students are still expected to be doing regular weekly homework such as:-
 - Reading
 - Learning spelling and/or sight words
 - Learning number facts
 - Practising the recorder (Yrs 4-7 only)

- Students should not be spending an unreasonable amount of time completing homework. Parents are advised that the following time allocations are recommended **maximum weekly allocations** (including mental and written homework) and that if that time period is reached, the child should stop work.

○ Years 1-3	1 hour
○ Years 4-5	2-3 hours
○ Years 6-7	3-4 hours

Role of parents and caregivers with homework

- Parents and caregivers can help their children by:
- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

Important Notes

- Students in the instrumental music program will need to spend additional time nightly practising their instrument.
- Where possible, children should complete homework tasks independently or with minimal help from parents. Students need to be responsible and take ownership for their own homework. Parents may of course assist, but only where the student is unable to continue without support.
- Parents are encouraged to contact their child's teacher should the completion of homework be causing problems at home.
- If homework is set, teachers expect it to be completed. The completion of set tasks demonstrates pride and responsibility in schoolwork.
- If your son/daughter is unable to complete his/her homework due to some unexpected event, (e.g. illness, visitors, blackout, etc.) please advise the class teacher in writing.



Appendix 1 - School Uniform & Dress Code

School Uniform

All items are available from the school tuckshop which is open daily between 9:00 am and 1:30 pm. The tuckshop is also open the last week of the Christmas school vacation between 9am and 12 noon. A quantity of low priced, second-hand clothing is also available for purchase from the tuckshop.

The dress code will be reviewed over time to take into account changing fashions and community expectations.

SHIRT	Gold polo shirt with a collar and school logo
SHORTS OR WRAP-AROUND SKIRT OR CULOTTES	Bottle green – In addition, children may wear bottle green bike pants or bottle green sports briefs (runners) under the sports skirt or culottes. (Other colours are not considered appropriate.)
SHOES (compulsory)	Fully enclosed shoes or joggers with predominantly white socks. Thongs and sandals are not suitable.
HAT (compulsory)	Dark green broad-brimmed hat or legionnaires cap. N.B. baseball caps & 'bucket' hats are not considered appropriate as they do not offer effective protection to the sides of the face, ears or back of neck.
TRACKSUIT OR JUMPER	bottle green (with or without a coloured stripe)

Inappropriate Dress

Inappropriate Dress is not permitted at the school.

Inappropriate dress refers to clothing or apparel the student wears that is, or could be deemed to be:

- offensive; e.g. displaying offensive language, signs, images or symbols, etc.
- likely to disrupt, or negatively influence, the normal operation of the school;
- unsafe for the student or others; e.g. large earrings, necklaces, etc.
- likely to result in a risk to the health of the student or others e.g. lack of a hat, shoes, dirty clothing etc.

Jewellery

- Any items of jewellery must be kept to a minimum and must not detract from the overall neat presentation of students, otherwise the student will be asked to remove the jewellery.
- Students may be required to remove jewellery in any classes where injury may be a concern e.g. for sport, all jewellery may have to be removed.
- Teachers may also direct students to remove jewellery where it is felt the wearing of jewellery may hinder educational activities.
- Some examples of approved jewellery include:-
 - Watch
 - Signet ring
 - A maximum of two studs or sleepers in each ear lobe
- Some examples of jewellery which should not be worn include:-
 - Chains
 - Necklaces
 - Anklets
 - Bangles



Body Piercing

Due to workplace health and safety concerns, body piercing is not permitted other than as mentioned above – a maximum of two studs or sleepers in each ear.

**Hair**

Hair style and colour are an integral part of the neat presentation of a student. As such, hair styles and colouring should be appropriate for school in that they do not distract from the core functions of teaching and learning.

Make-Up

The wearing of make-up is not encouraged. Natural or skin coloured make-up is permissible.

- Some examples of make-up which should not be worn include:- coloured nail polish, coloured face make-up, coloured lipstick, coloured sunburn cream, glitter, mascara, tattoos, etc.

Exemptions from the Dress Code

- The objective is to have all students uphold the dress code however the school is aware of circumstances where temporary exemptions may be required e.g.
 - For new students to the school
 - While students await the purchase of a replacement lost or stolen item e.g. a hat
 - Where inclement weather makes uniforms unavailable
- Permanent exemptions may be granted in exceptional circumstances. For example, certain items may be exempt for students:-
 - with a physical impairment
 - due to religious beliefs or cultural grounds

Consequences for Non-compliance

For cases of non-compliance with the Dress Code, a variety of steps may be taken such as:-

- Advising the student s/he is not following the dress code and seeking their support
- Advising the parents and seeking their support
- For families who suffer economic hardship, the school, at its discretion, may offer assistance to assist students to comply with the dress code.
- The school may choose to impose sanctions for non-compliance. These consequences would occur on a once only basis per episode of non-compliance. Consequences are reflective of the severity and recentness of the non-compliance and are limited to one of the following:
 - Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs);
 - Preventing student from attending, or participating in, any activity for which student is representing school; or
 - Preventing student from attending or participating in any school activity that is not an essential school educational program.