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Welcome to Goomeri State School P-10. Our prospectus has been designed to assist parents and students to understand our school’s expectations, codes, routines, rules and standards vital to the effective operation of our school community.

In the best interests of your child, I encourage all parents to study carefully (with their child/children) this document on how our school operates, and keep it at hand for easy reference throughout the year.

Parents are important members of our school community who, with the school staff, share an important role in the education of their child. We believe that “our school is your school” and, through the Prospectus, we both can share in the educational partnership so important to your child’s education.

To parents who have children in the school for the first time, I extend a welcome.

If, after reading the Prospectus, you are in doubt about any school procedures, please do not hesitate to contact either myself, the administration or the teachers.

I am sure the time you share with us will see a positive development in your child’s education, highlighted by our three school rules: “BE A LEARNER”, “BE SAFE” and “BE RESPECTFUL”.

Leon Doorackers
Principal

At Goomeri State School P-10 we strive to achieve quality educational outcomes for all students so that they can become caring and active members of society. Our school motto “STRIVE TO DO BETTER” and school vision “EVERYONE LEARNING & ACHIEVING” highlight this statement.

VALUES

Being an active learner at Goomeri State School P-10, students are able to:

- Accept shared responsibility for their learning
- Display good academic skills (especially in Literacy and Numeracy)
- Communicate effectively
- Show respect for self and others
- Display a positive outlook
- Be socially, globally and environmentally aware
- Be reflective decision makers
In 2017 Goomeri State School will use its *Investing for Success* funding to focus on the following aspects of our explicit improvement agenda:

- Writing
- Higher Order Thinking
- Junior Secondary.
Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Goomeri State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE A LEARNER</td>
<td>Be on time</td>
<td>Be prepared</td>
<td>Be a problem solver</td>
<td>Use toilets during breaks</td>
</tr>
<tr>
<td></td>
<td>Be in the right place at the right time</td>
<td>Complete set tasks</td>
<td>Follow the rules of the games being played</td>
<td>Respond when roll is marked for your bus.</td>
</tr>
<tr>
<td></td>
<td>Follow instructions straight away</td>
<td>Take an active role in classroom activities</td>
<td></td>
<td>Inform teacher on duty if not on the bus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always ask for permission to leave the classroom</td>
<td></td>
<td>Inform teacher on duty if you need to leave e.g. to go to the toilet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be a problem solver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Respect others’ personal space and property</td>
<td>Walk</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
<td>Wash hands</td>
</tr>
<tr>
<td></td>
<td>Care for equipment</td>
<td>Sit still</td>
<td>Return equipment to appropriate place at the end of breaks</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Clean up after yourself</td>
<td>Enter and exit room in an orderly manner</td>
<td>Care for the environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use polite language</td>
<td>Use specialised equipment in the correct manner e.g. science, manual arts &amp; home economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait your turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Know emergency procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Use equipment appropriately</td>
<td>Raise your hand to speak</td>
<td>Participate in school approved games only</td>
<td>Respect privacy of others</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet and objects to yourself</td>
<td>Respect others’ right to learn</td>
<td>Wear shoes and socks at all times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be honest</td>
<td>Talk in turns</td>
<td>Be sun safe: wear the school hat and SPF 30+</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be a good listener</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep your work space tidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leave other people’s belongings alone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- lessons conducted by form and classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Goomeri State School P-10 implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Teaching and Learning Team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Goomeri State School P-10 Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (in Responsible Behaviour Plan for students)
  - Procedures for Preventing and Responding to Incidents of Bullying (in Responsible Behaviour Plan for students)
  - The use of ICT’s at school (in Responsible Behaviour Plan for students)
  - Plagiarism Policy (in Responsible Behaviour Plan for students).
  - Sun Safety (Appendix One)

Reinforcing expected school behaviour

At Goomeri State School P-10, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Goomeri “Golds”

Staff members hand out Goomeri “Golds” each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Goomeri “Gold”. When students are given a Goomeri “Gold” their teacher reflects this by signing their “Brag Book” (Communication Book).

When students accumulate the appropriate number of Goomeri “Gold” signatures they bring their “Brag Book” to the office, where the principal or HOC give them a wrist band which signifies their behaviour achievements. Although the wrist band colours change from semester to semester an example of the structure is 100 Goomeri “Golds” – navy blue wrist band (“I’m a Learner, I’m Safe, I’m Respectful, printed on it), 200 Goomeri “Golds” – maroon wrist band (“I’m a Learner, I’m Safe, I’m Respectful, printed on it), 300 Goomeri “Golds” – gold wrist band (“I’m a Learner, I’m Safe, I’m Respectful, printed on it) and 400 Goomeri “Golds” – wristband green wrist band (“I’m a Learner, I’m Safe, I’m Respectful, printed on it). At each wrist band level students receive a reward, a certificate on parade and a positive comment is recorded in One School. The final end of Semester reward is negotiated with the Student Council at the end of Term 1 and 3 to ensure it is a true student reward.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.
Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations (in Responsible Behaviour Plan for students).

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Reference will be made to the steps in our “Behaviour Consequences” flowchart.

Targeted behaviour support: Respond Program

Each year a small number students are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

When a student is identified for targeted behaviour support, a “Discipline Improvement Plan” for that student is prepared. This plan is developed in consultation with the student, parent, form teacher and administration. All teachers of the student are then informed of this student’s plan so there is a consistent approach to dealing with the student’s specific behaviour issues. The student has increased daily opportunities to receive positive contact with adults, additional support from their form teacher and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Goomeri State School P-10 is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The principal / HOC:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the school administration and staff to achieve continuity and consistency.

The Principal / HOC have a simple and quick referral system in place. Following referral, the Principal / HOC contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family and district-based behavioural/guidance support staff.
2. Consequences for unacceptable behaviour

Goomeri State School P-10 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (in Responsible Behaviour Plan for students) is used to record all minor and major problem behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time
- partial removal (time away)
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour
  5. reference made to steps in “Behaviour Consequences” flowchart
- individual meeting with the student
- apology
- restitution
- detention for work completion
- the completion of a behaviour data collection form by the teacher
- the completion of a 4W form by the student which is taken home and signed by their parents

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.
- reference made to steps in “Behaviour Consequences” flowchart

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the behaviour data collection form ticking a major problem behaviour and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
Level One

- Time in office
- Alternate lunchtime activities / loss of break times
- Restitution,
- Warning regarding future consequence for repeated offence

Level Two

- Parent contact
- Referral to Guidance Officer
- Internal suspension from school
- External suspension from school
- Development of an “Individual Management Plan” for the student involved – particularly if there is a reoccurrence of similar problem behaviours.

Level Three

- 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.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being a Learner</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Class tasks        | • Not completing set tasks that are at an appropriate level / poor work ethic  
|                    | • Refusing to work / defiance                                          | • Overt defiance                                           |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
|                    | • Not in the right place at the right time.                              | • Leaving class without permission (out of sight)          |
| Follow instructions | • Low intensity failure to respond to adult request / defiance  
|                    | • Non compliance                                                      | • Leaving school without permission                        |
|                    | • Unco-operative behaviour                                            |                                                            |
| Accept outcomes for behaviour | • Minor dishonesty  | • Major dishonesty                                                        |
|                    |                                                                      | • Possession or selling of drugs including Tobacco         |
| **Being Safe**     |                                                                      |                                                            |
| Movement around school | • Running on concrete or around buildings  
|                    | • Running on stairs                                                   | • Throwing objects                                         |
|                    | • Not walking bike / scooter in the school grounds                    | • Possession of weapons                                    |
| Play               | • In correct use of equipment                                         |                                                            |
|                    | • Not playing school approved games                                    |                                                            |
|                    | • Being in the wrong part of the grounds during play time             |                                                            |
|                    | • Playing in toilets                                                  |                                                            |
| Physical contact   | • Minor physical contact (e.g. pushing and shoving)                   | • Serious physical aggression                              |
|                    |                                                                      | • Fighting                                                 |
| Correct attire     | • Not wearing the school hat in the playground                         | • Repetition of minor behaviours                           |
|                    | • Not wearing shoes outside                                           |                                                            |
|                    | • Not being dressed appropriately for Science, Manual Arts & Home Economics lessons e.g. if hair is long it must be tied back etc.  |                                                            |
| Other              |                                                                      | • Possession or selling of drugs including Tobacco         |
| **Being Respectful**|                                                                      |                                                            |
| Language           | • Inappropriate language (written/verbal)                             | • Offensive language                                       |
|                    | • Calling out                                                        | • Aggressive language                                      |
|                    | • Poor attitude                                                      | • Verbal abuse / directed profanity                        |
|                    | • Disrespectful tone                                                 |                                                            |
| Property           | • Petty theft                                                        | • Stealing / major theft                                   |
|                    | • Lack of care for the environment                                   | • Wilful property damage                                   |
| Rubbish            | • Littering                                                          | • Vandalism                                                |
| Mobile Phone       | • Mobile phone in student’s possession – not left at office for the day | • Repeated refusal to follow the school’s mobile phone policy |
| Others             | • Not playing fairly                                                 | • Major bullying / harassment                              |
|                    | • Minor disruption to class                                          | • Major disruption to class                                |
|                    | • Minor defiance                                                     | • Blatant disrespect                                       |
|                    | • Minor bullying / harassment                                        | • Major defiance                                           |
Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviours be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Goomeri State School P-10 staff members are authorised to issue consequences for problem behaviours. They are provided with appropriate professional development and/or training for this task. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
SECTION A – GENERAL INFORMATION

SCHOOL TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST TERM</td>
<td>Mon 23 January 2017</td>
<td>Fri 31 March 2017</td>
</tr>
<tr>
<td>SECOND TERM</td>
<td>Tues 18 April 2017</td>
<td>Fri 23 June 2017</td>
</tr>
<tr>
<td>THIRD TERM</td>
<td>Mon 10 July 2017</td>
<td>Fri 15 September 2017</td>
</tr>
<tr>
<td>FOURTH TERM</td>
<td>Tues 3 October 2017</td>
<td>Fri 8 December 2017</td>
</tr>
</tbody>
</table>

PUBLIC HOLIDAYS & PUPIL FREE DAYS

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 26 January</td>
<td>AUSTRALIA DAY HOLIDAY</td>
</tr>
<tr>
<td>Friday 14 April</td>
<td>GOOD FRIDAY</td>
</tr>
<tr>
<td>Monday 17 April</td>
<td>EASTER MONDAY</td>
</tr>
<tr>
<td>Tuesday 25 April</td>
<td>ANZAC DAY HOLIDAY</td>
</tr>
<tr>
<td>Monday 1 May</td>
<td>LABOUR DAY</td>
</tr>
<tr>
<td>Monday 14 August</td>
<td>EXHIBITION HOLIDAY</td>
</tr>
<tr>
<td>Monday 2 October</td>
<td>QUEEN’S BIRTHDAY</td>
</tr>
</tbody>
</table>

MANDATED STUDENT FREE DAYS – 19, 20 January, 16 October 2017

POSTAL LOCATION

5 Munro Street, GOOMERI QLD 4601

CONTACTS

Phone: 4169 6200 (Office Hours: 8.00am – 3.30pm)
Fax: 4169 6250

Website: http://goomeriss.eq.edu.au
Email: admin@goomeriss.eq.edu.au
The school is set on 3.5 hectares with buildings dating from 1912 to 2011. All buildings are maintained in good condition. The oval has one full cricket field, a practice cricket wicket and one netball court. There are two play forts included on the school grounds and a covered multi-purpose court (netball, volleyball, tennis, basketball). A sports box, from which students can borrow play equipment, operates at 2nd break each day. An outdoor games board in a designated quiet area is for use by students in years 4 – 10 during break times and before school. A gym also operates for secondary students.

The Department of Transport provides daily bus services for students attending this school.

Route S135  Tansey to Goomeri  Operator H. Dascombe  Phone 41 681533
Route S281  Gallangowan to Goomeri  Operator H. Dascombe
Route S120  Goomeri West to Goomeri  Operator H. Dascombe

A Code of Conduct for bus travel has been issued by the Queensland Transport Department. Parents and students should familiarise themselves with this document. Bus issues and discipline are the responsibility of the bus operator and bus committees.

All parents are welcome to view the school in operation and to discuss aspects of the school or their child’s progress with teaching staff. However, an appointment must be previously arranged to ensure that information required is readily available, and that staff members are available.

(a)  All communication with any member of the school staff should be made through the school office.
(b)  Parents who wish to speak with teachers or the Principal are requested to telephone the school to make an appointment.
     No guarantee can be given of staff availability without this appointment.
(c)  Teacher/Parent Interviews are held on a regular basis throughout the year.
     Appointments at other times can be made by contacting the office on 4169 6200.

A school newsletter is sent home with students or emailed every second Wednesday. The newsletter contains information on current, past and future activities relating to the school, Parents’ & Citizens’ Association and community news.

Parents can receive an electronic version upon request at the office or via email admin@goomeriss.eq.edu.au
Parents are encouraged to download the QSchool app and make Goomeri State School a favourite to receive the latest information. 

Compatible with Android, Apple and Windows.

All visitors to the school must gain admission through the school office and have a valid reason. All visitors must wear a badge issued by the school to notify staff that this process has been followed. Students are not permitted to receive telephone calls. If URGENT, a message will be relayed through the administration.

Parents who collect children each afternoon are asked that they are picked up at dismissal time and not left to wait at the school for long periods. Should you require special conditions for the collection of your child (e.g. in custody cases etc.) please contact the Principal. Parents who collect children early must do so through the administration where the student will be signed out. All students exiting in Munro Street are to use the pedestrian crossing.

Bus students who are not travelling home on the bus for any reason are asked either to bring a note to the office on arrival at school that day or to inform the teacher on Bus Duty.

Admission of children to Prep

Those Eligible for Admission

If your child was born between 1 July 2011 and 30 June 2012 then he/she is eligible to enrol in the preparatory year in 2017.

Proof of Age

At admission, the following will be required as Proof of Age:-
Short extract of child’s birth certificate

Students in Prep - Year 10

Prep students moving from one school to another during the Prep year will need to provide proof of enrolment in another Prep facility and/or a birth certificate. The Principal or Head of Curriculum (HOC) will interview the parents and student to discuss the school’s philosophy and expectations. Students enrolling in Years 9 and 10 will be required to complete a subject selection sheet and have an interview with the Principal/HOC to discuss school policies and behaviour code.
What Can You Do to Prepare Your Child for School?

Ensure that:
(a) Your child knows his/her name, date of birth and residential address.
(b) He/she is trained in doing up buttons, etc.
(c) He/she has developed hygienic toilet habits.
(d) He/she has property clearly labelled so that losses are reduced to a minimum.

GET SET FOR PREP

The aim of this program is to support children and parents with the transition from home to school and to provide rich learning experiences to promote socialisation and the love of learning, literacy and numeracy through play.

“Get Set for Prep” is a partnership between parents and teachers, so parents must stay and be part of the program. This will help your child feel safe and secure to learn.

MOVEMENT BETWEEN HOME AND SCHOOL

All children should be thoroughly familiar with the route to be used between home and school. They should be aware of road hazards, know road crossings and simple rules for road safety. All parents should ensure that children do not loiter on the way home, visit friends without their parent’s express approval or talk to strangers.

PARENTS’ & CITIZENS’ ASSOCIATION

Meetings are held on the second Wednesday of each month, February to December, at the school. This association makes a valuable contribution to our school. Your attendance at these meetings indicates that you are interested in your child’s education.

SCHOOL TUCKSHOP

Tuckshop facilities are available every Thursday. Students can purchase lunch at reasonable prices. Price lists and ordering procedure notes will be sent home from time to time throughout the year. Helpers are always required. If you can assist please ring the school on 4169 6200.

FINANCIAL ASSISTANCE

CONVEYANCE ALLOWANCE
This allowance is available for eligible parents who drive their children either to school or to meet a bus. Please contact the bus operator for details.

TEXTBOOK ALLOWANCE
The school receives a Textbook allowance of $121 per student in years 7, 8, 9, 10. This money is used to operate a Book Bank. The Book Bank loans to students the texts and resources for use in their school work. Parents who choose not to participate in the scheme will be required to purchase all books (text) and resources for their students.
STRAY DOGS

Community members are reminded that we will not tolerate the presence of stray dogs at the school. Your co-operation in keeping your dogs at home is in your own interest, as stray dogs found on the school grounds will be tied up and collected by a council officer. Remember: Your child could be bitten.

SUN SAFETY

This school actively promotes and enforces the wearing of the school hat for all activities that expose students to the harmful rays of the sun. Parents are asked to encourage their child to apply sunscreen as a regular part of their daily life. Sunscreen is available in all primary classrooms and from all secondary teachers conducting outside activities. All children must wear their school hat during lunch breaks and any outdoor activities. Shade areas are provided for break times.

THE WEARING OF OUR SCHOOL HAT IS STRICTLY ENFORCED.

NO SCHOOL HAT, NO OUTSIDE PLAY.

Please refer to our Sun Safety Policy in Appendix One.
• Primary school consists of Prep to Year 6. Prep is the first year of schooling in Queensland. It is a full-time, school-based program and has a defined curriculum. From 2017, it is compulsory for all Queensland children to undertake Prep prior to commencing Year 1.

• To enrol in Prep, children must be aged five years by 30 June in the year of proposed attendance.

• It is compulsory for young people to stay at school until they finish Year 10 or turn 16, whichever comes first.

• There is a further requirement for young people to then participate in education and training for:
  o a further two years, or
  o until they gain a Queensland Certificate of Education, or
  o until they gain a Certificate III vocational qualification, or
  o until they turn 17.

Young people who have completed Year 10 or turned 16 may enter full-time employment, and can return to learning at a later date. Year 10 students across Queensland will complete a Senior Education and Training Plan and will have a learning account created for them with the Queensland Curriculum and Assessment Authority. Young people will be able to access their own learning accounts over the internet to check their progress.

In the Senior Phase of Learning, young people will be able to bank their learning undertaken in school, TAFE institutes, other training providers, possibly through work experience and community agencies. Learning achievements will be recorded on a Queensland Certificate of Education that will be even more valuable to employers because it will provide a more rounded picture of a young person.

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent must comply with their obligations in respect to compulsory schooling or compulsory participation by either:

• seeking an exemption from their obligation, or

• by negotiating with the principal to make an alteration to a student's educational program; or by seeking to arrange a flexible arrangement for the student.

**EXCLUSION FROM ATTENDANCE**

The School Principal may order the exclusion of a student from Goomeri State School P-10 when he/she is satisfied that the student is guilty of disobedience, misconduct or other conduct prejudicial to the good order and discipline of the school.
THE SCHOOL DAY

Students are asked not to arrive at school before 8.25 am. Students arriving before 8.25am must report to the school library. **Parents are advised that formal supervision of students cannot occur before 8.25am.**

Hours of instruction are 8.55 am - 3.00 pm.

### DAILY ROUTINE FOR PREP – YEAR 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.55 am</td>
<td>9.00 am</td>
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<tr>
<td>9.00 am</td>
<td>Form Meeting/Assembly</td>
</tr>
<tr>
<td>10.00 am</td>
<td>11.00 am</td>
</tr>
<tr>
<td>10.00 am</td>
<td>Session 1</td>
</tr>
<tr>
<td>11.00 am</td>
<td>11.30 am</td>
</tr>
<tr>
<td>11.00 am</td>
<td>Break 1</td>
</tr>
<tr>
<td>11.30 am</td>
<td>12.30 pm</td>
</tr>
<tr>
<td>11.30 am</td>
<td>Session 2</td>
</tr>
<tr>
<td>12.30 pm</td>
<td>1.15 pm</td>
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<tr>
<td>12.30 pm</td>
<td>4</td>
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<tr>
<td>1.15 pm</td>
<td>2.00 pm</td>
</tr>
<tr>
<td>1.15 pm</td>
<td>Break 2</td>
</tr>
<tr>
<td>2.00 pm</td>
<td>3.00 pm</td>
</tr>
<tr>
<td>2.00 pm</td>
<td>5 Session 3</td>
</tr>
</tbody>
</table>

### PLAYGROUND AREAS

Prep to Year 3 are allocated a “safe zone” in the school grounds. Students in other grades are not permitted in this area.

Years 4 - 10 students are allowed the freedom of the school grounds whilst all safety precautions are adhered to. If the liberty is abused, separate Primary and Secondary areas will be designated.

### HOMEWORK GUIDELINES

Homework guidelines are as follows:

- In the Prep year, generally students will not be set homework
- Homework in Years 1,2,3 could be up to – but generally not more than an hour each week
- Homework in Years 4,5,6 could be up to – but generally not more than 2 – 3 hours each week
- Homework in Years 6 and 7 could be up to – but generally not more than 3 – 4 hours each week
- Homework in Years 8 and 9 could be up to – but not more than five hours each week
- Homework in Year 10 will vary according to the young person’s learning needs and individual programs of learning.
For our younger students, it is important that parents be involved by reading books to them and encouraging them in a range of activities.

For the older students, parents can help them balance the amount of time spent completing homework, watching television, playing sport and doing part-time work.

**Homework Club will continue to operate in 2017 on Wednesday afternoons from 3pm to 4pm for students in Years 4 to 10 (excluding the first and last week of each term).**

### ABSENCE NOTES

Parents are obliged to ensure their children attend school every day as any absence is an interruption to a child’s learning. However, if a child is legitimately ill, then the best place for him/her is at home.

If a child is absent from school, parents are obliged to notify the school in writing. A valid reason for the absence and the length of absence needs to be provided.

Each day, if an absence is not explained, a text message will be sent to the parents notifying them of their child’s absence and requesting an explanation.

The Principal is obligated, under the Education Act, to request a written explanation from parents/carers for any absences.

The Principal is also obligated to monitor absences of all students.

If a student is going to be **absent for 10 or more consecutive days** then an exemption must be completed and approved by the Principal.

Absence from school activities (eg sports days) is not appropriate as they are part of the program of instruction.

### LATE ARRIVALS

There is an expectation that students arrive at school before the bell. However, if students arrive late to school, for any reason, they are to report to the office immediately to receive a late slip to present to their classroom teacher.

### LOST PROPERTY

All inquiries regarding lost property should be directed to the teacher-aides or janitor/groundsman. **Parents are asked to ensure that all articles of clothing and equipment are clearly marked with the child’s name.** Each year many pieces of clothing are unclaimed and are sent to charitable organisations.
Bicycles are to be “parked” in the bicycle stands. It is assumed that young children who ride bicycles to school have been given road safety lessons by their parents. The school promotes road safety (including bicycle safety and the wearing of bicycle safety helmets) through lessons and incidental treatment. School rules prohibit a child borrowing another’s bicycle.

**DAMAGE TO SCHOOL PROPERTY**

a) If a student accidentally damages school property, or sees someone else damaging school property, the student has a duty to report the incident to a member of the staff or Administration of the school.

b) If a student sees something being stolen, the student has a duty to report that in a similar manner.

**FIRE DRILL/LOCKDOWN**

Procedures have been adopted which promote speedy evacuation of the buildings in case of a fire emergency. Regular practice is given in these procedures. A siren is used as a warning signal.

Lockdown procedures have been adopted which minimises access to the school and secures staff, students and visitors in rooms. Numerous short rings of the bell for approximately 30 seconds is the warning signal.

**GUIDANCE & SPECIAL SERVICES**

The school is serviced by a Guidance Officer, one day a fortnight. Students may make an appointment to see the Guidance Officer through the Principal. Parents are welcome to speak with the Guidance Officer during his/her visits.

A Support & Inclusion Teacher Learning Difficulties works in our school.

Other special services such as Speech Therapists and Advisory teachers visit on a needs basis. If you feel your child needs these services, please contact the class teacher or Principal.

In 2017 the school will have available a Chaplaincy Service for students.

**SCHOOL EXCURSIONS**

Learning from involvement in activities outside the school (such as school camps) form an important component in the broad development of each child’s education at this school. A number of educational excursions are conducted throughout the year. Additional contributions may be required. However, it is not essential that all classes go on excursions/school camps in any one year.
SCHOOL PARADES

Whole school parades are held on the first school day of each week at 8.55 am to acknowledge student and class achievements, show aspects of work in the school and for student reports on school activities. Parents are welcome to attend.

SPORT/SPORTING HOUSES

All students in Prep – Year 10 participate in two sporting houses, Cook and Flinders, for Swimming, Athletics and Cross Country competitions. Inter-school exchanges also occur.

Upon enrolment, students are assigned to a sporting house for the duration of their enrolment at school.

SWIMMING

Weekly lessons in swimming are conducted at the Goomeri Swimming Pool during the months of February and March for Year 1 to 6 students and October and November for Prep to Year 6. Other students may swim at these times as part of their PE program. Pupils are required to bring a suitable swimming costume (preferably a one piece for girls), a sun shirt and a towel. Sunscreen needs to be worn during these lessons and is supplied.

Improvements to Education Queensland’s Sun Safety Strategy in 2008 make it compulsory for primary school children in state schools to wear sunshirts or T-shirts during school water-based activities. The Sun Safety Strategy changes will also mean that all primary and secondary schools must wear a broad-spectrum, water-resistant sunscreen of SPF 30 or better for students to apply on uncovered areas of the skin such as the face and back of the hands when they are outdoors.

All pupils are expected to participate unless they are sick. A note is required if pupils are unable to participate on a given day.

RELIGIOUS INSTRUCTION

Goomeri State School embraces a multitude of cultural, religious and non-religious beliefs and encourages students to grow and develop as a whole person, in particular, in beliefs, values and attitudes. Goomeri State School respects the background and beliefs of all students by not promoting, or being perceived as promoting, any particular set of beliefs in preference to another.

Religious instruction is not a program or syllabus provided by the Department of Education and Training (DET)

CHAPLAINCY

Introduction
A chaplaincy program is an optional service introduced into Goomeri State School P-10 to provide students, staff and parents with support. Chaplaincy services provide an additional
adult role model in schools. Whilst personally modelling and owning their own faith positions or belief, chaplains avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief.

Our chaplaincy program is compatible with policies and practices that apply to delivery of any service in a multi-faith and multicultural state school community. A chaplaincy program is inclusive of and shows respect for all religious and non-religious beliefs and other stances represented in the school community. All activities and events provided within a chaplaincy program are non-discriminatory and equitably available to students of all beliefs who choose to participate. Religious Instruction is not part of a school’s chaplaincy program and occurs only in accordance with legislation and departmental policy.

Local Chaplaincy Committee

Goomeri State School Chaplaincy runs under the guidance of the Local Chaplaincy Committee (LCC), with representatives from parents and staff, local Churches, and Scripture Union (the major employing authority for school chaplains in Queensland.) The Local Chaplaincy Committee is charged with representing the diversity of religious, faith and non-religious beliefs in the school community. Members of the LCC understand the cultural and religious customs and needs of individuals and groups within the school and range of services and support currently available and/or required.

### ILLNESS AT SCHOOL

A student who becomes ill should ask the class teacher’s permission to leave the lesson and report to the office. The student’s name will be entered in the “Sick Register”. If the student is unable to return to class or the condition is serious, parents will be contacted. Parents should ensure a current contact telephone number is available at the school office.

### INJURY AT SCHOOL

Any student who sustains an injury at school must report or be reported to the office immediately. Appropriate action will be taken regarding first aid and/or medical attention. An incident report outlining full details of the accident/injury will be recorded.

### MEDICATION

Should medication prescribed by the student’s medical practitioner be required to be administered while the student is at school or involved in school approved activities, a parent/legal guardian must, in the first instance, complete an Administration of medication at school record sheet (routine/short term medication).

The medication will be administered as per the written instructions provided on the medication container by the pharmacist at the medical practitioner’s direction. The teacher or other authorised person should not accept the instructions solely of the parent/legal guardian. The instructions on the medication container need to indicate specific times at which medication is to be administered, as well as the quantity of medication to be administered.
At all times medication must be kept in a secure place. (One exception, in selected cases, is that of inhaler therapy for asthma. On written permission from a parent/legal guardian, and with the approval of school Principal, the student may be responsible for the inhaler.) Non-prescribed oral medication (such as analgesics and over the counter medications) will not be administered by teachers or other persons on the school staff. Under NO circumstances are these medications to be sent to school to be retained by and used at the discretion of the student.

An official Register for the Administration of Medication to Students must be maintained and must contain a record of all occasions when medication is administered to a student.

It is incumbent upon the school to inform students and parents by way of a notice or newsletter item, the responsibility parents/guardians have in assisting schools to carry out the departmental instruction regarding student medications.

Medication must be supplied to the school in the original pharmacy container.
SECTION C – UNIFORMS AND DRESS STANDARDS

PREAMBLE

Students attending Goomeri State School are members of an identifiable community. Our school’s image and standing in the community is formed by the actions and deeds of our students both in and out of the school.

It is, therefore, the responsibility of every member of the school community to show our school in the best possible light.

DRESS CODE

It is an expectation that all students adhere to the school’s Dress Code, which is approved by the Parents’ and Citizens’ Association. The wearing of the school’s uniform as the common standard of student dress is to be seen as promoting:

- amongst students, a sense of identity with and belonging to the school;
- amongst the wider community, the ready identification of students attending the school;
- the removal of dress competitiveness amongst students;
- a serviceable dress standard which suits the purpose of daily school life.

APPEARANCE

(a) Students are encouraged to take pride in their personal appearance and grooming at all times.

(b) The correct uniform, including black shoes, as prescribed in this Prospectus, is expected and necessary at all times.

(c) The only acceptable forms of jewellery to be worn with the school uniform are wrist watches and plain sleeper ear-rings or simple studs in pierced ears and a signet ring. School SWPBS wristbands and indigenous wristbands of cultural significance can also be worn.

As jewellery is a safety hazard, students may be asked to remove these during certain lessons. Facial piercings are not acceptable.

Bracelets, neck chains, rings and dangling ear-rings pose a safety threat in practical lessons such as Physical Education, Design Technology, Food Technology, Creative Design and Science. Such items will be confiscated for the day and then sent home permanently.

(d) Make-up and nail polish are not acceptable.

(e) The school hat and sunscreen need to be worn whenever a student is involved in physical education classes or is playing outdoors.
(f) For safety reasons shoes will be worn at all times. Students in Years 4 - 10 must have shoes with impervious uppers for Design Technology, Science, Food Technology, Creative Design and Art. Joggers with fabric uppers are a safety hazard.

All clothing and shoes will be worn correctly. Long hair needs to be tied back and netted if necessary. Design Technology, Science, Food Technology, Creative Design and Art rooms require stringent measures to ensure the safety of students. Students refusing to comply with the safety regulations set down for the workplace at school are excluding themselves from participating in activities in these areas.

(g) Students who refuse to comply with the accepted standard of dress may have sanctions placed upon them. These would be reflective to the severity of the non-compliance.

<table>
<thead>
<tr>
<th>UNIFORMS</th>
<th>PREP - YEAR 10</th>
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</table>

Our school uniform is common across Prep – Year 10.

The uniform is a **custom made polo shirt** (maroon, gold, and navy) with an embroidered school emblem. These shirts can only be purchased through the Parents’ and Citizens’ Association.

Navy wrap skirts and navy shorts can be purchased from local retail outlets. **Uniform shorts, skirts, skorts must be plain navy with no other colours on them.**

In 2017 a school hat will be given to all new students in Prep – 10. This is the only hat to be worn at school. If the hat is lost by the student a replacement will need to be purchased. Replacement hats will be $5.00 each.

**Socks are plain navy or plain white.**

The uniform will serve as both the day uniform and the school sports uniform.

**Black shoes are to be worn** during the day and sneakers/runners can be worn for sports. Shoes should be leather or vinyl with non-porous uppers, especially for those students who access the Design Technology, Science, Food Technology, Creative Design and Art rooms.

A formal uniform consisting of navy blazers and navy bottoms are loaned by the P&C to students who are representing the school in a formal capacity.

**Suggested care for uniform shirts:**
- Wash inside out
- Dry in shade
Uniform Order Forms are available from the school website – goomeriss.eq.edu.au, or by emailing the co-ordinator, uniforms@goomeriss.eq.edu.au. The P&C Uniform Shop is open every Thursday from 8.30am to 9.00am.

<table>
<thead>
<tr>
<th>HOUSE COLOURS FOR ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook</td>
</tr>
<tr>
<td>Flinders</td>
</tr>
</tbody>
</table>
MOBILE DEVICES

Mobile phones, personal iPods, Laptops etc. are not permitted at school.

If your child requires the use of a mobile phone on route to or from school they must, on entering school grounds, hand the phone in to the school office and collect it at 3.00pm. Otherwise, phones will be confiscated and then available for parents to collect.

MONEY/VALUABLES

Under no circumstances should a student leave any money or valuables in school bags. If money is brought to school to pay for subject contributions, field studies or other excursions and activities, it should be paid to the office upon arrival at school. The school accepts no responsibility for the loss of any money or valuables left in a school bag or inadvertently left by the owner anywhere in the school.

SCHOOL RULES

Goomeri State School has three school rules –

• Be Safe
• Be a Learner
• Be Respectful

School rules are made to assist all students to develop self discipline and make their time at school safe. Copies are located in classrooms and in the school’s Responsible Behaviour Plan for Students.

It is essential that students show courtesy and consideration to other students and to staff, take care of the property of the school, of others, and of themselves.

SCHOOL REPRESENTATIVES

Students who wish to represent the school in non-compulsory activities, eg. excursions, sport, debating, are expected to meet all standards of dress and behaviour worthy of the good name of the school.

SCHOOL CAPTAINS

One or two School Captains (dependant on the size of the cohort), drawn from Year 10 students, are elected each year to perform the duties required of school leaders. Two Vice Captains are elected from Year 6. These captains and vice captains represent the whole school from Prep to Year 10. A captain who acts against the responsibilities of this position will lose his/her badge.
The Student Council is comprised of student representatives from Grades 4 - 10 with an Executive drawn from students in Year 10. The Class representatives are elected by their classmates and have a responsibility to attend meetings and report back to the class. The council meets every month, with a supervising teacher in attendance.

As part of its charter, the Council aims to raise funds for student facilities, organise lunch time activities and to act as a channel for students to raise concerns with the teachers and Principal.

As part of the Student Council fund raising activities, a non-uniform day is conducted on a monthly basis. Students pay a fee of 50c for the privilege of wearing appropriate clothes of their choice for that day. Casual clothing can be worn. However, singlet tops and other brief clothing are not permitted. At all times, WH&S and Sun Safety regulations must be considered.

A Captain and Vice-Captain are elected for each Sporting House. The House Captains are drawn from Year 10 and the Vice-Captains from Year 7.

Form teachers are an important part of our care program for all students. Each class has a teacher allocated to manage the administrative aspects of student welfare such as marking rolls and collecting notes.

The form teacher also performs an important support role in the areas of self esteem, student welfare, relationships and curriculum issues.

All students in Years 7 -10 can access a locker for use during the year. Students choosing a locker will need to provide a lock and two keys. Students may forfeit their lockers if the following conditions are not observed.

- Lockers must be kept clean and tidy
- Food is not to be stored in the locker.
- Lockers must be kept locked at all times
- Students are not permitted to swap/change lockers without permission.
- A spare key (if borrowed) MUST be held in the office.
- Lockers are kept free from graffiti.
All students in Years 9 & 10 will be issued with a laptop to use both at school and at home. It is hoped that the laptops provided to students will assist student learning, both at school and at home. To help us achieve this goal it is paramount that all students and parent/s or caregivers engage with this program.

All computers, including laptops or notebooks used in the program are the property of the Queensland Department of Education and Training (DET).

This program only supports school-procured and owned ICT assets being provided to students for educational use at school and at home. In order to maintain the security of the department’s network and support Managed Operating Environment (MOE), privately owned devices cannot be connected to the network.

**Loan Equipment**

Each Laptop will be:

- protected by anti-virus tools and automated updates
- able to be connected to the school network and have filtered internet and email
- able to be used at home and at school for student learning
- installed with the department’s standard suite of productivity software.

**Equipment ownership**

If the student leaves the school, transfers to a non-government school, moves interstate or overseas, the laptop must be returned to the school. If the laptop is not returned, reimbursement will be sought.

It is also a requirement of using the laptop that students provide authorised school staff with access to the laptop and personal holdings associated with the use of the laptop if requested.

**Fee for provision of laptop**

To participate in the laptop home-use program parents and/or guardians are required to make a contribution. This will cover additional costs incurred by the school in providing and supporting the laptop. At Goomeri State School P-10 this fee is $90.00.

Costs incurred by the school for the repair or replacement of devices may be charged by the school as an excess to parents. In the event of non-compliance of agreed responsibilities, schools may review the student’s continued participation in the take-home program.

Any software or hardware issues, vandalism, damage, loss or theft of the device must be reported immediately to the school.
At Goomeri State School P – 10 teachers use the Australian Curriculum to guide their teaching. The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all students. It identifies what all students should learn as they progress through schooling, and is the foundation for high quality teaching to meet the needs of all students.

Students at Goomeri have a consistent curriculum in English, Mathematics, Science, Geography, History, Civics and Citizenship and Economics and Business during their education from Prep to Year 10.

Within all learning areas, there will be a focus on developing seven general capabilities. The capabilities include skills, behaviours and dispositions that students need to develop and apply to content knowledge, and help them become successful learners, confident and creative individuals, and active and informed citizens. Throughout their schooling, students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.

Why does the Australian Curriculum include general capabilities?
Twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or subjects. That is why the Australian Curriculum has identified seven general capabilities that will assist students in living and working successfully in an increasingly complex, information-rich, globalised world.

These are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

Incorporated within each of the seven key subjects and the seven General capabilities, are three cross-curriculum priorities.
What are the cross-curriculum priorities?
There are three cross-curriculum priorities that deserve particular attention in the Australian Curriculum. These are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Why have they been included in the Australian Curriculum?
The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With this in mind, the curriculum gives special attention to three priorities.

**Aboriginal and Torres Strait Islander histories and cultures** will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

**Asia and Australia’s engagement with Asia** will allow all young Australians to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.

**Sustainability** will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

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**Parental involvement**
A wide range of research has shown that students are more likely to be successful when their parents are engaged in their education. When parents are truly engaged, children:
- attend school more regularly
- are better behaved
- have better academic outcomes
- have a greater sense of how to be successful in school
- are more likely to graduate and go on to post-secondary education

Parents and carers can support their child’s education by familiarising themselves with the Australian Curriculum, to understand what their child will be learning at each stage of their schooling.
YEARS PREP – YEAR 6 KEY LEARNING AREAS

Teaching in the following learning areas is guided by the QCAR Essential Learnings. They include:

- Health & Physical Education
- The Arts – Visual, Music, Dance, Drama & Media
- Technology
- LOTE (Japanese) Years 5 – 6

YEARS 7 – 8 KEY LEARNING AREAS

Teaching in these learning areas is guided by the QCAR Essential Learnings. They include:

- Health & Physical Education
- The Arts – Visual, Music, Dance, Drama & Media
- Technology - Introduction to Textiles, Food Technology & Design Technology
- LOTE (Japanese)
- Personal Development incorporating Career Education

YEARS 9 – 10 KEY LEARNING AREAS

Teaching in these learning areas is guided by the QCAR Essential Learnings and Year 10 Guidelines. They include:

- Health & Physical Education
- Visual Art
- Personal Development incorporating Career Education

Additional Year 10 Events:

- Horizons Camp – Term 1 or 2 – Investigates career opportunities
- Transition to Year 11 and 12
- Work Experience - Term 3
- SET Planning
- Organise & facilitate Awards Night (November)
- Graduation Dinner

Being an effective student:
If students are to achieve their maximum potential, the following points should be considered:

**Be prepared for learning** -
- Know your timetable
- Do your homework
- Bring your books, pens, equipment
- Be on time

**Work at learning** -
- Do the work set by the teacher
- Co-operate with other students
- Ask for help

**Act safely** -
- Care for school property and respect the rights of others

### JUNIOR CERTIFICATE OF EDUCATION

Goomeri State School P-10 places a high value on active participation in a variety of areas and preparing students for life outside of Goomeri. Receiving the Junior Certificate of Education tells the public that you have met the high standards set by Goomeri in many areas of education.

**What is a Junior Certificate of Education?**
The JCE is a recognition that during years 9 and 10 at Goomeri State School P-10 you worked and showed commitment towards many areas of school life. Students acquire points each semester in any of the 11 areas outlined below. Students work towards gaining the maximum amount of points each semester in order to qualify for the certificate upon graduating from year 10.

**Achieving the JCE:**
Each semester in years 9 and 10 students must acquire 32 points out of a maximum 50 points to be eligible for the certificate. This means they must pass each semester to qualify for the certificate.

**What are the areas?**
The school holds the following 11 areas in high regard: Attendance, wrist bands, English results, Mathematics results, other subject results, effort, homework, uniform, being a role model, community engagement, additional events. The above areas are explained in detail throughout the booklet.

### NATIONAL TESTING PROGRAMS

<table>
<thead>
<tr>
<th>Year</th>
<th>Test Description</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>NAPLAN - Literacy and Numeracy (May)</td>
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<tr>
<td>Year 5</td>
<td>NAPLAN - Literacy and Numeracy (May)</td>
</tr>
<tr>
<td>Year 7</td>
<td>NAPLAN Literacy and Numeracy (May)</td>
</tr>
<tr>
<td>Year 9</td>
<td>NAPLAN Literacy and Numeracy (May)</td>
</tr>
</tbody>
</table>

### YEARS 7-10 STUDENT RESOURCE SCHEME

The Student Resource Scheme existing at our school covers all subjects. This results in considerable savings to parents of secondary school students.
A resource fee of $40.00 is payable by all students in the Grades 7, 8, 9 and 10. All items provided for temporary student use by the scheme remain the property of the scheme and shall be returned at the end of the education program or school year or when the student leaves the school, whichever is the earlier. Items provided for temporary student use shall be kept in good condition by the student. Where an issued item is lost or negligently damaged or not returned, the parent may be invoiced and required to pay the replacement cost of the item.

If you indicate that you do not wish to participate in the Student Resource Scheme, you will be required to purchase the necessary textbooks for your child/children.

One copy only of each book title is allowed per student. It is most important that the books are kept in good condition throughout the period and it is the responsibility of the student to ensure they are stored safely in lockers when not required in class.

Failure to pay the resource fee may exclude students from attending non curriculum related activities.
Appendix One – Sun Safety Policy

**RATIONALE**

At Goomeri State School P-10 we believe that all members of our school community (students, staff, parents & visitors) have the right to feel safe and valued. A component of this is to be provided with information, structures and planning revolving around Sun Safety.

“Queensland has the highest incidence of skin cancer and melanoma in Australia and the world. Winter sun in Queensland is dangerous enough to cause sunburn and consequently contribute to skin cancer. Over exposure to the sun during childhood contributes to the development of skin cancers in later life. Melanoma can also occur as early as the teenage years.” (Queensland Cancer Fund, p.2)

As “students spend approximately 42 weeks of the year at school and are often exposed to the sun for lengthy periods at times when the UV radiation is at its strongest” (Queensland Cancer Fund p.2), we have a responsibility to develop and maintain appropriate Sun Safety Strategies so as all members of the school community will gain greater knowledge and awareness of the need to be “Sun Safe”.

**AIMS**

Through the development and implementation of a shared Sun Safety Policy in a Supportive School Environment, we aim to create a positive and proactive attitude to Sun Safety amongst all members of the school community. Ultimately Sun Safety is a personal choice, we aim to develop life-long strategies and beliefs which will reduce the risks of skin cancer for the total school community.

**SUN SAFETY STRATEGIES**

1. Compulsory wearing of the school hat by all students and staff. Volunteer helpers involved with any outdoor movement or activities where exposure to the sun is imminent and extended e.g. moving between buildings which are not connected by a covered walkway, are also required to wear hats.
2. Compulsory wearing of collared shirts.
3. Uniform incorporates Sun Safety design features.
4. Utilise a range of educational programs to reinforce and educate students re Sun Safety, e.g. Health and Physical Education, Queensland Cancer Council information and Sun Smart Kits for younger students.
5. Provide SPF 30+ broad spectrum sunscreen to every classroom for use by students, staff and volunteers.
6. Encourage all school community members to utilise the SPF 30+ sunscreen provided.
7. Encourage students to play in shade areas whenever possible.
8. During swimming lessons all student will wear swim shirts.
9. Reinforce the need for all school community members to be appropriate role models.
10. Remind students to drink plenty of water as they can dehydrate quickly during hot weather.
ROLES AND RESPONSIBILITIES

STUDENTS

- wear school hat
- wear appropriate clothing
- utilise sunscreen
- play in shade areas where possible
- always bring swim shirts when required
- strive for sun safe practices

TEACHERS

- teach students about sun safe practices
- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- plan for outdoor activities with sun safety in mind (where ever practical)
- support the implementation of sun safety strategies

TEACHER AIDES

- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies

ADMINISTRATIVE SUPPORT

- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies

PARENTS / COMMUNITY

- model appropriate sun safe practices
- wear appropriate hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies
- reinforce sun safe practices external to school

REFERENCES AND POLICY SOURCE

1. Queensland Department of Education – Sun Safety Strategy HS-03 DOEM Section 1 and 2.