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PRINCIPAL'S WELCOME

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

STATEMENT OF PURPOSE

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

EXPLICIT IMPROVEMENT AGENDA

In 2024 Goomeri State School P-10's explicit improvement agenda will focus on:

1. Literacy
2. Quality Teaching
3. Individualised Learning.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at Goomeri State School P-10.

Systems of Support

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 school wide expectations teaching matrix below outlines our agreed rules and specific behavioural expectations in our school setting.

These expectations are communicated to students via a number of strategies, including:

- “TEAM” lessons conducted by the deputy principal.
- Reinforcement via school assemblies.
- Form lessons
- Active supervision by staff during classroom and non-classroom activities.

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILET	BUS LINES / BIKE RACKS
BE A LEARNER	<ul style="list-style-type: none"> ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Always ask for permission to leave the classroom ▪ Be a problem solver 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Follow the rules of the games being played 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Move promptly to the bus area and be on time ▪ Remember who is on your bus ▪ Inform teacher on duty if not on the bus ▪ Inform teacher on duty if you need to leave e.g. to go to the toilet
BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ Know emergency procedures 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Use specialised equipment in the correct manner e.g. science, manual arts & home economics 	<ul style="list-style-type: none"> ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Return equipment to appropriate place at the end of breaks ▪ Care for the environment 	<ul style="list-style-type: none"> ▪ Wash hands with soap provided ▪ Walk 	<ul style="list-style-type: none"> ▪ Wait your turn quietly with the others on your bus ▪ Keep your belongings nearby ▪ Abide by road safety rules
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Be honest 	<ul style="list-style-type: none"> ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener ▪ Keep your work space tidy ▪ Leave other people's belongings alone ▪ Be Kind 	<ul style="list-style-type: none"> ▪ Participate in school approved games only ▪ Wear shoes and socks at all times ▪ Be sun safe; wear the school hat ▪ Be Kind 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate ▪ Wait under the building until you are dismissed by the teacher to go to your bus

PROACTIVE & PREVENTATIVE PROCESSES AND STRATEGIES TO SUPPORT STUDENT BEHAVIOUR

Goomeri State School P-10 implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section in the school newsletter enabling parents to be actively and positively involved in school behaviour expectations.
- Leadership team members' regular provision of information to staff and parents, as well as support to others by sharing successful practices.
- Comprehensive induction programs in the Goomeri State School P-10 Student Code of Conduct delivered to new students, new staff, relief teachers / teacher aides and volunteers.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make 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.
 - Procedures for Preventing and Responding to Incidents of Bullying.
 - The use of ICT's at school.
 - Plagiarism.
 - Sun Safety.

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 system has been developed, implemented and fully supported by students, parents and staff. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are required to give consistent and appropriate acknowledgement and rewards.

GOOMERI "GOLDS"

Staff members hand out Goomeri "Golds" each day to students they observe following the school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When teachers "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" in years P to 3 or their diary in years 4 to 10.

When students accumulate the appropriate number of Goomeri "Gold" signatures they bring their Brag Book and / or diary to the office, where the principal / deputy principal / admin staff give them a wristband which signifies their behaviour achievements. Although the wristband colours change from semester to semester, an example of the structure is: 100 Goomeri "Golds" – navy blue wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it), 200 Goomeri Golds – maroon wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it), 300 Goomeri Golds – gold wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it) plus access to computer room at second break if wearing their wristbands. Then upon reaching 400 Goomeri Golds, students receive a rainbow coloured wristband (I'm a Learner, I'm Safe, I'm Respectful printed on it), access to computer room (if wearing wristbands) and an invite to the end of semester reward. At each wristband level a positive comment is recorded in OneSchool and a certificate presented to the student on parade. The end of semester reward is negotiated with the Student Council at the end of both semesters to ensure it as a true student reward.

Whole School Approach to Discipline**RESPONDING TO UNACCEPTABLE BEHAVIOUR**

Students come to school to learn. Behaviour support represents an 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 the school staff members is to remind the student of the expected school behaviour, then ask them to change their behaviour so that it aligns with the school's expectations.

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

Students can also be referred to the Goomeri 'Behaviour Consequences Ladder' displayed in each classroom.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Goomeri State School P-10 take into account a student's individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers, deputy principal and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

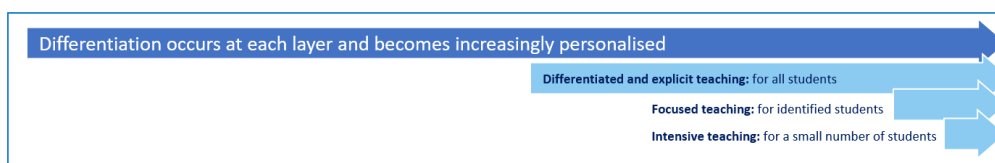
If you have any concerns about the behaviour of another student at Goomeri State School P-10, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

DIFFERENTIATED AND EXPLICIT TEACHING

Goomeri State School P-10 is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and opportunities for practice.

Teachers at Goomeri State School P-10 vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach outlined earlier – re-directing low-level and infrequent behaviour, targeted behaviour support – focused teaching and intensive behaviour support – intensive teaching. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the “Classroom Expectations” as a basis for developing their behaviour standards. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

TARGETED BEHAVIOUR SUPPORT – FOCUSED TEACHING

Each year a small number of students at Goomeri State School P-10 are identified through our data collection and analysis processes as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not immediately be 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, an “Individual Management Plan” for that student is prepared. This plan is developed in consultation with the student, parent / carer, form teacher and principal / deputy principal. 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 with respect to targeted behaviour support, the referral and response processes and the reporting responsibilities of all staff involved in this process.

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

INTENSIVE BEHAVIOUR SUPPORT – INTENSIVE TEACHING

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 / deputy principal:

- 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.
- Works with the school leadership team and staff to achieve continuity and consistency.

The principal / deputy principal have a referral system in place. Following referral, the principal / deputy principal contacts parents / carers and any relevant staff members to form a support team and begin the assessment and support processes. In many cases the support team also includes individuals from other agencies already working with the student and their family as well as district-based behavioural support staff.

Disciplinary Consequences

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. A leadership team referral form 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 minor or major, 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 leadership 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 serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist staff or the leadership team

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 the student is displaying
 2. asks the student to name the expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for the expected school behaviour
- individual meeting with the student
- apology
- restitution
- detention for work completion
- the completion of a behaviour referral slip by the classroom teacher which is given to the deputy principal
- 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 the school leadership team

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

Major problem behaviours may result in the following consequences:

Level One

- time in administration
- alternate lunch activities / loss of break time
- restitution
- warning regarding future consequence for repeated offence

Level Two

- parent contact
- referral to Guidance Officer / Behaviour Support Teacher
- internal suspension from school
- external suspension from school
- development of a “Behaviour Management Plan” for the student involved – particularly if there is a reoccurrence of similar major problem behaviours

Level Three

- students who engage in very serious major problem behaviours such as violent physical assault, sexual assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from Goomeri State School P-10, following an immediate period of suspension.

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

	Area	Minor	Major
Being a Learner	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level / poor work ethic • Refusing to work / defiance 	<ul style="list-style-type: none"> • Overt defiance • Plagiarism
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request / defiance • Non compliance • Unco-operative behaviour 	<ul style="list-style-type: none"> • Overt defiance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running on stairs • Not walking bike / scooter in the school grounds 	
	Play	<ul style="list-style-type: none"> • In correct use of equipment • Not playing school approved games • Being in the wrong part of the grounds during play time • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (e.g. pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct attire	<ul style="list-style-type: none"> • Not wearing the school hat in the playground • 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 	<ul style="list-style-type: none"> • Repetition of minor behaviours
	Other	<ul style="list-style-type: none"> • Wearing of fake/artificial fingernails 	<ul style="list-style-type: none"> • Possession or selling of drugs
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone in student's possession – not left at office for the day 	<ul style="list-style-type: none"> • Repeated refusal to follow the school's mobile phone policy
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / cyber-bullying / harassment 	<ul style="list-style-type: none"> • Major bullying / cyber-bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to the 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 the expected school behaviour
- describe the likely consequence if the problem behaviour continues; and
- identify what they will do to change their behaviour to be in line with the expected school behaviour

Should problem behaviours be repeated, the staff member may choose not to 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. Staff refer to the “Behaviour Consequences Ladder” when making behaviour decisions.

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, prior to consequences being applied for that problem behaviour.

EMERGENCY OR CRITICAL INCIDENT RESPONSES

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, is usually unexpected and requires immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies

Avoid Escalating the Problem Behaviour

- avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain Calmness, Respect and Detachment

- Model the behaviour you want student to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the Student in a Non-Threatening Manner

- Move slowly and deliberately towards the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation and withdraw if the situation escalates.

Follow Through

- If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students’ attention towards their usual work / activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify the consequences of continued unacceptable behaviour.

Debrief

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint the decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to himself / herself or to others

Appropriate physical intervention may be used to ensure that Goomeri State School P-10's duty of care to protect students and staff from foreseeable risk of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of self and others is threatened and the strategy is used to prevent injury.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum needed to achieve the desired result
- take into account the age, stature, disability, understanding and gender of the student.

RECORD KEEPING

For each incident of minor or major student behaviour a behaviour incident record must be completed in OneSchool. An action for this behaviour will also be completed by a member of the leadership team if one is imposed.

NETWORK OF STUDENT SUPPORT

Students at Goomeri State School P-10 are supported through positive reinforcement and a system of universal, targeted and intensive support by:

- parents
- teachers
- support staff
- deputy principal
- principal
- administration staff
- guidance officer
- advisory visiting teachers
- behaviour support staff
- school welfare worker
- school adopt a cop
- school based youth health nurse

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

SECTION A – GENERAL INFORMATION

SCHOOL TERMS

FIRST TERM	Mon 22 January 2024	-	Thurs 28 March 2024
SECOND TERM	Mon 15 April 2024	-	Fri 21 June 2024
THIRD TERM	Mon 8 July 2024	-	Fri 13 September 2024
FOURTH TERM	Mon 30 September 2024	-	Fri 13 December 2024

PUBLIC HOLIDAYS & PUPIL FREE DAYS

Friday 26 January	AUSTRALIA DAY HOLIDAY
Friday 29 April	GOOD FRIDAY
Monday 1 April	EASTER MONDAY
Thursday 25 April	ANZAC DAY
Monday 6 May	LABOUR DAY
Monday 12 August	EXHIBITION HOLIDAY
Monday 7 October	KING'S BIRTHDAY

School Holidays

Term 1 29 March – 14 April 2024

Term 2 22 June – 7 July 2024

Term 3 14 Sept – 29 Sept 2024

Term 4 14 Dec 2024 – 27 Jan 2025

These dates are inclusive

MANDATED STUDENT FREE DAYS – 18, 19 January, 11, 12 April, 30 August

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

GROUNDS/AMENITIES

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.

SCHOOL TRANSPORT SERVICES

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.

APPOINTMENTS/SCHOOL VISITS/INTERVIEWS

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 administration.**
- (b) **Parents who wish to speak with teachers or the Principal/Deputy 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.

NEWSLETTER

A school newsletter is emailed to families every second Wednesday. Paper copies will be supplied upon request. 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

QPARENT APP & FACEBOOK

Parents are encouraged to download QParents. QParents is a user friendly portal accessible via app or web browser, providing parents with secure online access to information about their child's state schooling. QParents allows you to access & manage information online about your child. You can access information about

- Attendance details
- Timetables & upcoming events
- Report cards & assessments
- Invoices & payment history



facebook

The school has a facebook page. Please 'like' our page for updates.

VISITORS

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.

All visitors including grand parents must have a current blue card. This card must be verified each visit by admin staff if not linked to the school. Photo identification is required as part of this process. If attending our school regularly please speak to admin staff about linking your card to the school.

PARENTS COLLECTING CHILDREN

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 re 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.

ENROLMENTS

Admission of children to Prep

Those Eligible for Admission

If your child was born between (1 July 2018 and 30 June 2019) then he/she is eligible to enrol in the preparatory year in 2024.

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 Deputy Principal 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/DP 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 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.

Get Set for Prep will continue to operate at Goomeri State School P-10 on a weekly basis in 2024. *Get Set for Prep* is a transition program preparing students for starting prep the following year.

Get set for Prep is targeted at children aged between 3-5 years who will be starting prep in 2025/2026.

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 or visit friends without their parent's express approval or talk to strangers.

PARENTS' & CITIZENS' ASSOCIATION

Meetings are held monthly from 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 weekly. Students can purchase lunch via the Qkr! app at reasonable prices. Helpers are always required. If you can assist please ring the school on 4169 6200. Orders close every Monday (including public holidays) for tuckshop on that Thursday.

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 \$136 per student in years 7, 8, 9, 10. This money is used to reduce the cost of the student resource scheme, which provides texts and resources for your child. Parents who choose not to participate in the scheme will be required to purchase all books 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.

SECTION B – SCHOOL ROUTINE

COMPULSORY ATTENDANCE

- 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:
 - a further two years, or
 - until they gain a Queensland Certificate of Education, or
 - until they gain a Certificate III vocational qualification, or
 - 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.

Please see Appendix Two for Goomeri State School P-10's attendance policy.

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

8.55 am - 9.00 am		Form Meeting/Assembly
9.00 am - 10.00 am	}	1 Session 1
10.00 am - 11.00 am		2
11.00 am - 11.30 am		Break 1
11.30 am - 12.30 pm	}	3 Session 2
12.30 pm - 1.15 pm		4
1.15 pm - 2.00 pm		Break 2
2.00 pm - 3.00 pm		5 Session 3

PLAYGROUND AREAS

Prep to Year 2 are allocated a “safe zone” in the school grounds. Students in other grades are not permitted in this area.

Years 3-10 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.

Years Prep-2 are allowed to play on the “fort” Monday, Tuesday and Wednesday. Years 3-6 play on the “fort” Thursday and Friday.

The covered multipurpose courts can be accessed by students as per the following:

- Monday and Wednesday: Years 3-6
- Tuesday and Thursday: Years 7-10
- Friday: Years Prep-2

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 2024 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. 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.

Please see Appendix Two for Goomeri State School P-10’s attendance policy.

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

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 the speedy evacuation of the buildings in case of a fire emergency. Regular practice is given in these procedures. The signal for an evacuation is an evacuation message over the school bell system.

Lockdown procedures have been adopted which minimises access to the school and secures staff, students and visitors in rooms. A lockdown will be sounded over the school bell system.

GUIDANCE & SPECIAL SERVICES

The school is serviced by a Guidance Officer, one day per week in 2024. Students may make an appointment to see the Guidance Officer through administration. 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 School Nurses, 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.

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.

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 may 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 students. 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 P-10 embraces a multitude of cultural, religious and non-religious beliefs and encourages students to grow and develop as a whole person. Goomeri State School P-10 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. Participation in RI is not compulsory. Any student (except Prep) may participate in RI if a parent provides written instructions to the school.

STUDENT WELFARE WORKER

A STUDENT WELFARE WORKER program is service at Goomeri State School P-10 that provides students, staff and parents with support. The student welfare worker provides an additional adult role model for students.

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 P-10 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 / oversize ear-rings pose a safety threat in practical lessons such as Physical Education, Design Technology, Food Technology, Art and Science. Such items will be confiscated for the day and then sent home permanently.

- (d) Make-up and nail polish are not acceptable. Fake/artificial fingernails are not to be worn to school.
- (e) Hair must be neat and natural colours only.

- (f) The school hat and sunscreen need to be worn whenever a student is involved in physical education classes or is playing outdoors.
- (g) **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 and Agricultural Science. 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 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.

- (h) **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.**

UNIFORMS PREP - YEAR 10

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.**

A school jacket is available to purchase from the P&C. Alternatively, students can wear a plain navy jacket/jumper and/or plain navy tracksuit

pants in cooler weather.

In 2024 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. School socks can be purchased from the P&C.

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.

Students are expected to wear full school uniform every day. If, on occasion, this is not possible parents/caregivers are requested to contact admin staff or provide a signed note with a reason.

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

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 opening hours are advertised in the school's fortnightly newsletter or by appointment with the co-ordinator.

Preferred payment is by downloading and using Qkr! app.

HOUSE COLOURS FOR ALL STUDENTS

Cook	Red and Black
Flinders	Green and Gold

SECTION D – STUDENT WELFARE AND GENERAL INFORMATION

MOBILE DEVICES

Mobile phones, personal iPods, laptops, smart watches 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 P-10 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 Student Code of Conduct.

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, 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.

STUDENT COUNCIL

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 Student 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, Principal and Deputy 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.

HOUSE/SPORTS CAPTAINS

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

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.

LOCKERS

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*.

STUDENT LAPTOPS

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 parents 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, 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

For your Year 9/10 student to access the take home student laptop resource scheme the appropriate application must be completed and \$90 paid to the school.

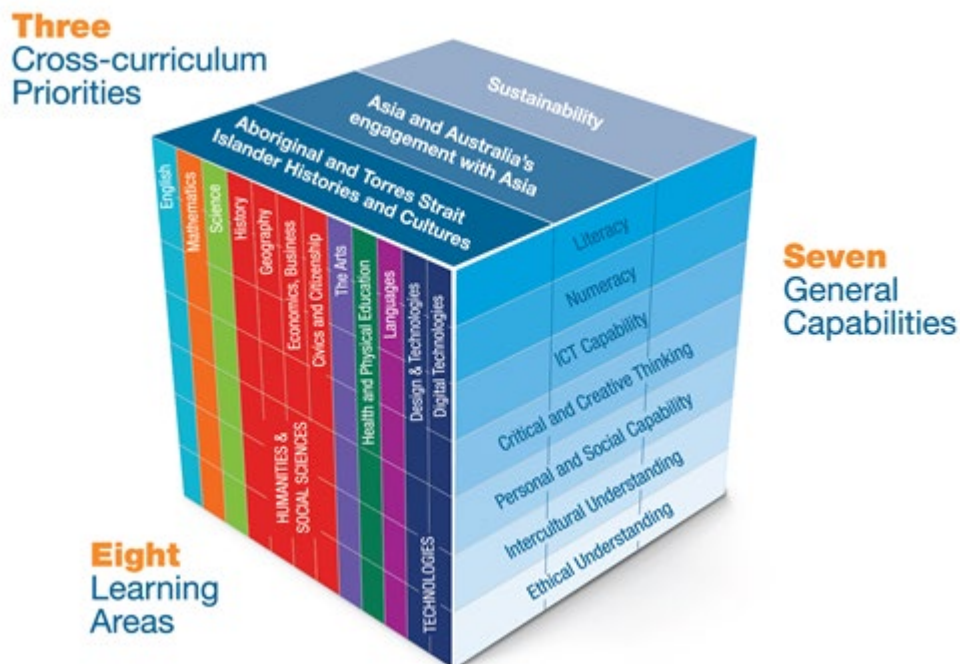
Costs incurred by the school for the repair or replacement of devices may be charged by the school as an excess to parents. In the event of non-compliance of agreed responsibilities, Goomeri State School P-10 may review the student's continued participation in the take-home program.

Any software or hardware issues, vandalism, damage, loss or theft of the device must be reported immediately to the school.

SECTION E - CURRICULUM

THE AUSTRALIAN CURRICULUM at GOOMERI STATE SCHOOL P - 10

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.



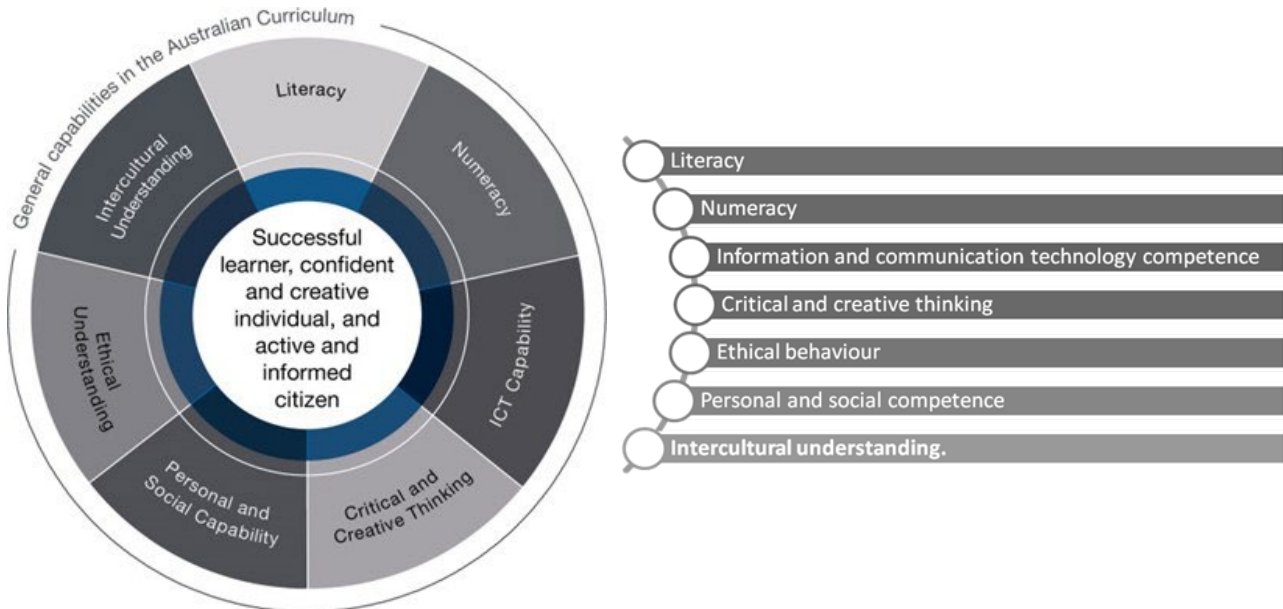
Students at Goomeri have a consistent curriculum in **English, Mathematics, Science, Humanities and Social Science, Technologies, The Arts and Health and Physical Education** during their education from Prep to Year 10.

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:



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:



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.

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.

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

ADDITIONAL YEAR 10 EVENTS

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

BARAMBAH CERTIFICATE OF EDUCATION

Barambah Certificate of Education (BCE)

Goomeri P-10 State School

What is the BCE?

The Barambah Certificate of Education (BCE) is a school based junior schooling qualification awarded to eligible students at the successful completion of Year 10.

Why Barambah Certificate of Education?

A collective decision of the Barambah Cluster Schools to work to align consistency and awareness of QCE (Year 11 & 12) across our Junior Secondary Departments. Enhance the existing Transition Processes and create a common language.

How does it work?

To be awarded a BCE, students will need to achieve significant learning in a variety of subjects that includes a "C" standard or higher in core/mandated and elective subjects across 2 semesters in Year 10.

What is calculated?

Students accumulate credits related to their academic achievement, industry and school culture. These credits contribute towards a qualifying level in the BCE. The BCE will then be awarded at the conclusion of the year if the student meets the requirements.

To get a BCE I need to...

To qualify for a BCE you will require the attainment of at least 20 credits. These credits can be attained through the following categories:

- Academic
- Industry
- School Culture

What are the categories?

1. **Academic (max 32 Credits)**
 - Core Subjects – Mandatory Subjects – English, Mathematics, Science, HASS/History, Health and Physical Education.
 - Elective – Chosen by student.
2. **Industry (Max 10 Credits)**
 - Attendance: Above 93%
 - Behaviour/Effort: Students are credited for excellent standards achieved on report cards
3. **Extra-curricular (Max 9 Credits)**
 - Inter-house Sport participation – Swimming, Cross Country and Athletics Carnivals
 - First Aid Course, Work Experience, Camps
 - Pride in Uniform
 - Homework Completion and Homework Club Attendance
 - School Service – Role model in the school, Running Parades
 - School Representation e.g. Anzac Day, Rotary, Running Parade
 - Volunteer work linked to school eg. Interact, Relay for Life, Pumpkin Festival
 - Sport Representation – South Burnett, Wide Bay, State School Sport



Principal's Letter of Commendation

Students who excel and exceed 30 Credits, and meet the standard of their school Principal will also receive a 'Principal's Letter of Commendation' along with their BCE

NATIONAL TESTING PROGRAMS

Year 3	NAPLAN - Literacy and Numeracy (March)
Year 5	NAPLAN - Literacy and Numeracy (March)
Year 7	NAPLAN Literacy and Numeracy (March)
Year 9	NAPLAN Literacy and Numeracy (March)

Goomeri State School P-10 deliver Naplan Testing Online to students with the exception of Year 3 writing which is completed on paper.

YEARS 7-10 STUDENT RESOURCE SCHEME

The Student Resource Scheme 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 Years 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 and other resources for your child/children. (Listed on the resource scheme paperwork)

Failure to pay the resource fee may exclude students from attending non curriculum related activities.

INSTRUMENTAL MUSIC

The opportunity to participate in Instrumental Music is offered too all students in Years 4-10.

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 40 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.
2. Queensland Cancer Fund – Sun Safety Guidelines 1991, p.p. 2, 7.

Appendix Two – Attendance Policy

Attendance Policy

Rationale

All schools in Queensland are committed to providing safe, disciplined and supportive learning environments that address student educational needs.

Goomeri State School P-10 expects that all students will attend the educational program every school day.

Goomeri State School P-10 attendance policy aims to ensure all students are given the best opportunity to learn by outlining the responsibilities of the school, parents and students in managing attendance issues.

School community beliefs about the importance of attending school

It is important that students, staff and parents have a shared understanding of the importance of attending school. Goomeri State School P-10 :

- Is committed to promoting the key messages of Every Day Counts
- Believes all children should be enrolled at school and attend school all day, every school day
- Monitors, communicates and implements strategies to improve regular school attendance
- Believes truancy can place a student in unsafe situations and impact on their future employability and life choices
- Believes attendance at school is the responsibility of everyone in the community.

Responsibilities

School responsibilities:

- Monitor and identify student absences as outlined in *Roll Marking in State Schools*
- Follow up absences quickly and address absence issues with parents and carers through correspondence via text messages, letters, phone calls and meetings.
- Follow Education QLD policy and procedures for enforcing enrolment and attendance in *Managing Student Absences and Enforcing Enrolment and Attendance at State School (Ed Qld Truancy Policy will be followed if concerns are raised – this may involve a referral to Department of Child Safety)*
- Provide exemptions from compulsory schooling when approved by the principal

Student responsibilities:

- Attend school each day unless there is an acceptable reason for an absence
- Make every day count in their learning
- Report to the office if arriving to school after 8.50am and provide a note from parent/career explaining their lateness
- Never leave school grounds during school hours without permission from parents/career or the school
- Ensure all missed work is completed that has been missed due to absence.

Parent responsibilities:

- Ensure that their child is enrolled at school and regularly attends the educational program provided
- Ensure that their child arrives on time each day
- Contact the school prior to any planned absence or on the day of the absence either
 - by phone (41696200)
 - by responding to the school text message
 - email (admin@goomeriss.eq.edu.au)
 - in person to our admin staff
- Contact Administration if a student is refusing to attend school. Initiate or attend meetings to seek support and discuss their children's attendance or participation.

- Provide a written note or explanation (signed and dated) from parents/carers explaining their lateness.
- Advise the school of any change of address or phone numbers to ensure school records are accurate.
- To apply for an *exemption from compulsory schooling* when lengthy absences are planned

Strategies

At Goomeri State School P-10 we promote 100% attendance by:

- Implementation of the School Attendance Policy
- Development of a safe and supportive school environment that promotes positive relationships, including the implantation of programs to develop social skills (Student Welfare Worker, Resilience Project) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS)
- Consistently recording and following up on unexplained absences
- Monitoring of the school's attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Promote high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website and assembly)
- Discussion of Goomeri State School P-10's Attendance Policy at each Enrolment Interview
- Record of contact with parents and carers regarding unexplained absences will be recorded in OneSchool

Targeted Strategies for high levels of school absence:

- At 3 or more unexplained days absent, a letter is sent to the parents from the principal requesting an explanation for the absence
- Administration staff will phone the parent to discuss absences and if necessary, schedule an appointment with the principal
- Contacts will be recorded on Oneschool

Responses to absences

At Goomeri State School P-10 reports of absence or truanting are taken seriously. When a student is absent without explanation or a pattern of absences has been identified, Goomeri State School P-10 will take the following actions:

- The parent or carer will be contacted by SMS text notification in the case of one day absences to determine if there is a reasonable excuse for the absence
- The parent or carer will be contacted in writing to determine if there is a reasonable excuse for the absence/s (*Direct General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006*)
- Records of contact with parents and carers regarding unexplained absences will be recorded in Oneschool
- If, after 3 weeks, the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the Education (*General Provisions*) Act 2006 – SMS-PR-043.

Some related resources

Every Day Counts

<http://education.qld.gov.au/everydaycounts/index.html>

Every Day Counts – Resources

<http://education.qld.gov.au/everydaycounts/resources.html>

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)
[Roll Marking in State Schools](#)

Materials for schools including fact sheets for parents and case studies are available at

<http://education.qld.gov.au/everydaycounts/>