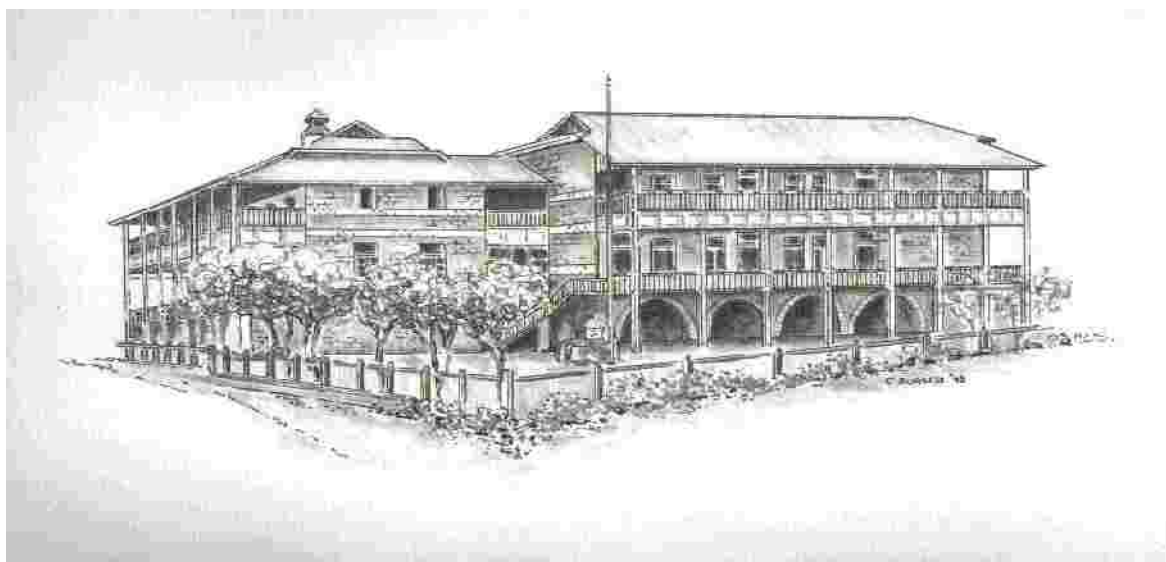




New Farm State School
Handbook
2014



Welcome to New Farm State School

Thank you for choosing our wonderful school for your child's primary school education. These are very important years for your child's cognitive, physical and emotional development. The educational programs and services on offer at New Farm State School support successful growth and development for every individual student progressing from Prep to Year 7. The learning foundations experienced by each student in the primary years will support a real love for learning throughout life, equipping our young citizens of the future for society's growth and changes over the decades to come.

New Farm State School is dedicated to creating a trusting, positive and motivating environment that prepares students for the future by instilling a sense of self-worth and confidence; developing an investigative mind and fostering a desire for life long learning. Our aim is for your child to learn to his/her maximum potential and achieve success in all areas of endeavour.

We seek to work closely with parents to help each child develop his or her full potential. Teachers become very important people in the life of children generally, and it is important for each child to see that parents and teachers work together. Parents are invited to discuss any concerns relating to their child's education with the Principal at any time by making an interview (3358 7333) or emailing the.principal@newfarmss.eq.edu.au.

The main purpose of this booklet is to inform parents procedures, programs, services and facilities provided by our school. Please keep this handbook in an accessible place for regular reference.

Regards,

Ms Carmel McGrath
Principal

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3.0 SCHOOL INFORMATION AND PROCEDURES

3.1 School Vision, Values, Creed and Contact Details

VISION:

Every student will learn, create and grow to their full potential. During their time in this community students will:

- learn well
- create ideas and express themselves confidently
- grow into thoughtful citizens of the world

WE VALUE:

Learning: We strive for every child to be the best they can be. Through teaching and learning, we support and motivate all students to extend themselves in every area of the curriculum.

Diversity: We respect and value all people of every culture, background and ability. We acknowledge Aboriginal and Torres Strait Islander people as Australia's original culture.

Creativity: We value the arts and creativity as a vital part of learning and communicating across the curriculum. We encourage innovative and imaginative thinking and we support our student's creative talents. We encourage their critical appreciation and active participation of all forms of arts and cultural practice.

Community: We are a place where everyone feels welcome and included. Students, teachers, parents and people from the broader community work together to make this a great place to learn, create and grow.

Sustainability: We value our environment and work together to protect and improve it.

CREED:

I'm proud of who I am and where I come from,

I love my country and my school,

I respect my teachers and my friends.

May I do my best to enjoy my time at school, to be a good friend, to be honest and responsible and to learn.

School Motto: "Ours The Future"

School Address: Cnr James and Heal Streets
NEW FARM QLD 4005

Telephone Numbers:

Office: 3358 7333

Facsimile: 3358 7300

Tuckshop: 3254 4899

Jabiru Outside

School Hours Care: 3254 1210

Website: www.newfarmss.eq.edu.au

Email: the.principal@newfarmss.eq.edu.au

School Entrances: Heal Street (pedestrians only)
James Street (pedestrians only)
Hawthorne Street (deliveries)

Education Queensland <http://education.qld.gov.au/>

Brisbane Central and West District Office, Kedron

Address: Floor 2, 257 Gympie Road Kedron 4031
Telephone: (07) 3350 7866
Postal Address: PO Box 3376, Stafford DC 4053
Facsimile: (07) 3350 7894
Internet Site: www.learningplace.com.au/sc/staffordgeebung

3.2 Australian Schooling Values

1. **Care and Compassion**
Care for self and others
2. **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
3. **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
4. **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
5. **Honesty and Trustworthiness**
Be honest, sincere and seek the truth
6. **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
7. **Respect**
Treat others with consideration and regard, respect another person's point of view
8. **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
9. **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

3.3 National Safe Schools Framework

Guiding principles for the provision of a safe and supportive school environment.

Australian schools:

1. affirm the right of all school community members to feel safe at school
2. promote care, respect and cooperation, and value diversity
3. implement policies, programs and processes to nurture safe and supportive school environment
4. recognize that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
5. develop and implement policies and programs through processes that engage the whole school community
6. ensure that roles and responsibilities of all members the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
7. recognize the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
8. have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
9. focus on policies that are proactive and oriented towards prevention and intervention
10. regularly monitor and evaluate their policies and programs so that evidence-based practice supports decisions and improvements
11. take action to protect children from all forms of abuse and neglect.

3.4 School Calendar 2013

Semester One

Term 1 (9 weeks) Class commencement: Tuesday 29 January
Last Day of Term 1: Thursday 28 March

Easter Vacation: Friday 29 March – Friday 12 April

Term 2 (10 weeks) Class commencement: Monday 15 April
ANZAC Day: Wednesday 25 April
Labour Day Holiday: Monday 6 May
Last Day of Term 2: Friday 21 June
(End Semester One)

Winter Vacation: Monday 24 June – Friday 5 July

Semester Two

Term 3 (11 weeks) Class commencement: Monday 8 July
Last Day of Term 3: Friday 20 September

Spring Vacation: Monday 23 Sept. – Friday 4 October

Term 4 (10 weeks) Class commencement: Tuesday 8 October
Student Free Day: Monday 21 October
Last Day of Term 4: Friday 13 December
(End Semester Two)

Summer Vacation: Monday 16 December 2013.

3.5 Staff List 2013 *(subject to change)*

Principal: Ms Carmel McGrath
Deputy Principal: Mrs Cassie Buckley

Class Teachers: Ms Wendy MacGregor
Ms Natalie Griffiths
Mrs Jennifer Copelan
Mrs Brooke Jackson
Mrs Fairley Stanley
Mrs Ek Navarro
Ms Georgia Masters
Mr Ron Fitzgerald
Mrs Julie Turner
Mrs Rachael Siebuhr
Mrs Sue Richards
Mrs Wendy Maslen
Mrs Rachel Fletcher
Mr Marc Hughes
Mr Philip Davies
Mr Damien Aldridge
Mr Brett Wilson
Mrs Kay Bradley
Mrs Jennifer O'Neill

Specialists: Mrs Narelle Hoelzl (Teacher Librarian)
Mr Colin McIntyre (Instrumental Music)
Ms Marina Thacker (Classroom Music / ESL)
Mrs Sandy Chambers (Support Teacher)
Mrs Jennifer O'Neill (English as a Second Language)
Mr Adam Goddard (Physical Education)
Mrs Mei Lin Chen (Language Other Than English)
Mrs Gail Quinn (AVT)
Ms Maureen Liddy (Speech Language Pathologist)

Guidance Officer: Mr Ian Staples

Admin Staff: Mrs Vivian Chirico (BSM)
Ms Rachel Tinney (Front Office Administrator)

Teacher Aides: Ms D'Arhne Critchley
Mrs Allison Fortey
Mrs Fran Gregory
Mrs Vanessa Olley
Mrs Peta Wright
Mrs Annette Twidale
Mrs Jodie Ashurst
Ms SueChe Dorante

Computer Technician: Mr Matthew Duncan

Cleaning Staff: Mrs Martha Dorante
Mrs Ellie Vaka
Ms Lauren Loy

School's Officer: Mr Terry Kunde

3.6 School Day

Bell Times:	8:45	School starts
	11:00	Morning Tea (First Break)
	11:20	Play
	11:40	End First Break
	1:15	Lunch (Second Break)
	1:30	Play
	1:55	End Second Break
	3:00	School finishes.

The school day starts at 8:45am and finishes at 3:00 pm.

Children arriving at school before 8:30am are encouraged to attend Jabiru (on site before and after school care). The centre is open from 6:45am – 8:30am and 2:30pm – 6:00pm. The playground is leased to Jabiru during these hours.

Teachers are not rostered for grounds supervision before school. Students who arrive before 8:30am and do not attend Jabiru are to sit under the buildings until 8:30am. Prep to Year 7 students who arrive late for school must be signed in at the school office before proceeding to their classroom for reasons of security.

The bell at 8:45 am is a signal for students to go to the toilet, wash hands, and move immediately to their classrooms.

First break: 11:00 am – 11:20 am Eating
11:20 am – 11:40 am Play

Second break: 1:15 pm – 1:30 pm Eating
1:30 pm – 1:55 pm Play

A bell at the end of each break signals students to go to the toilet, wash their hands and line up quietly for class.

Important Points:

1. Children must wear a hat and shoes in the playground.
2. Thongs or sandals are not suitable footwear for students.
3. If a child has no broad brimmed hat, then he/she is required to move to appropriate areas under the building.

3.7 School Uniform

The school uniform has been designed to support our school's Sun Smart policy and our Parents and Citizens' Association believes wearing the school uniform displays a pride in our school.

Uniforms are sold from **the old Tuckshop** on **Monday afternoons 2:30 – 3:30pm (during Assembly)** and **Friday mornings from 8:15am to 9:00 am**.

The following garments are available from the Uniform Shop:

BOYS' UNIFORM

- Polo shirt: pale blue with maroon collar with school logo
- Shorts: maroon
- Hat: maroon cotton slouch hat with school logo
- Ankle Socks: white with maroon stripes
- Shoes: black shoes or white sneakers
- Tracksuit: maroon pullover top or zip top with school logo, maroon track pants.



GIRLS' UNIFORM

- Dress: pale blue, maroon and white check
- Polo shirt: pale blue with maroon collar with school logo
- Shorts: maroon
- Skorts: maroon
- Hat: maroon cotton slouch hat with school logo
- Ankle Socks: white with maroon stripes
- Shoes: black shoes or white sneakers
- Tracksuit: maroon pullover top or zip top with school logo, maroon track pants



SPORTS UNIFORM (INTER-SCHOOL, FRIDAY SPORT) *BOYS' & GIRLS' UNIFORM YR 4 TO 7*

- Polo shirt: blue with maroon stripe and maroon collar
- Shorts: maroon
- Ankle Socks: white with maroon stripes
- Shoes: white sneakers
- Hat: maroon cotton slouch hat with school logo



It is a good idea to write your child's name on all articles of clothing, lunch box, and school bag. The owners can easily identify items.

3.8 Absences

If your child is absent from school for one or more days then it is the parent's responsibility to notify the school office on 3358 7333 at the beginning of the absence period advising the office staff with the following information:

- Child's name
- Child's class and teacher
- Reason for absence
- Expected date for return to school

If a student is arriving late for school or leaving early they must be signed in/out by their parents/caregivers from the school office and receive "Student Movement Card" before proceeding to your child's classroom.

3.9 Class Formation

Classes formed at the end of the previous school year are indicative only until Day 8 enrolment figures are confirmed for staffing ratios in the new school year. Schools are staffed based on total enrolment figures, so in some cases multi-age classes maybe necessary. These classes are not detrimental to your child's learning as all students in a class are treated as individuals by the teacher and the programs are adjusted accordingly. The school seeks parents/caregivers support if classes are altered after the Day 8 figures are confirmed. Parents have the opportunity to speak to the Principal in November if they have any concerns for their child's class placement in the following year. These comments will be considered when planning class groupings.

3.10 Booklists

Prep to Yr 7 have booklists which are distributed to parents early in Term 4 in preparation for purchasing learning essentials for the following year. Student Back to School Requirements are available in preordered packs from Bedrock Books at Stafford.

3.11 Emergency Contacts & Home Addresses

It is very important that school records are kept up-to-date at all times. If you change your home address, email address and/or contact phone numbers please notify the school office immediately. Please do the same if the emergency contact person for your child changes.

3.12 Medication

Education Queensland's distribution of medication policy requires:

- parents to give signed permission for children to take medication at school.

NB: *This does not include*

- *dressing or redressing of wounds being managed by a doctor or parent/care provider*
- *the application of ointments/ solutions to wounds as a result of infection or disease.*

- provide medication in original packaging with doctor's name and dosage.
- supply medication to the school office for recording and distribution.

For safety reasons, students are not permitted to carry medication in their bags or provide medication to the classroom teacher. All distribution of medication is to be recorded and supervised by office personnel as required according to doctor's instructions.

Infectious Diseases may require a time of absence by the child until the infectious stage has passed. Further information on childhood disease can be accessed from Queensland Health <http://www.health.qld.gov.au/publichealthact/documents/31894.pdf>

Contagious Conditions and Prescribed Period for a Child Suspected of having a Contagious Condition

Contagious Condition	Prescribed Period for a Child Suspected of having a Contagious Condition	
Contagious Condition	Start of Period	End Period
Diphtheria	Onset of symptoms of the condition	The treating doctor gives written confirmation 2 negative throat swabs have been taken from the child– (a) the first swab taken at least 24 hours after the child finishes a course of antibiotics; and (b) the second swab taken 48 hours later.
Gastroenteritis illness	Onset of symptoms of the condition	The child has no symptoms of the condition and has not had a loose bowel motion for at least 24 hours or, if a laboratory test confirms a norovirus, for at least 48 hours.
<i>Haemophilus influenzae type b</i> infection (invasive)	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious.
Hepatitis A	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious, but not earlier than 7 days after the onset of symptoms.
Measles	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious, but not earlier than 4 days after the onset of the rash caused by the condition.
Meningococcal infection (invasive)	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious.
Paratyphoid	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious after – (a) the child has completed an appropriate course of antibiotics; and (b) the child has not had a loose bowel motion for at least 24 hours.
Pertussis (whooping cough)	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious, but not earlier than- (a) 5 days after the child starts an appropriate course of antibiotics; or (b) 14 days after the onset of coughing caused by the condition.
Poliomyelitis – wild type and vaccine associated	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious, but not earlier than 14 days after the onset of symptoms.
Rubella	Onset of symptoms of the condition	4 days after the onset of the rash caused by the condition.
Tuberculosis	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious
Typhoid	Onset of symptoms of the condition	The treating doctor gives written confirmation the child is not infectious after – (a) the child has completed an appropriate course of antibiotics; and (b) the child has not had a loose bowel motion for at least 24 hours.
Varicella – zoster virus	Onset of symptoms of the	All blisters caused by the condition have dried, but not earlier than 5 days after the onset of symptoms.

infection (chickenpox)	condition	
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3.13 Illness/Accidents at School

Many staff at our school have current first aid training. The sick bay is located at the rear of the administration office. In case of accident, the following procedure will be undertaken by qualified staff:

1. The seriousness of the accident will be assessed.
2. Appropriate first aid treatment will be provided in cases of minimal seriousness.
3. In cases of heightened seriousness, parents or emergency contacts will be telephoned for instruction on treatment (calling of an ambulance; parent to collect child). If an ambulance is required a staff member may accompany the child to the hospital and meet the parent at the hospital. It is our understanding that in most cases children will be taken to Royal Children's Hospital, Herston.
4. If illness occurs at school, parents will be contacted immediately. In case of acute signs of distress in the child, the above procedure will be followed.

3.14 Leaving the Grounds

Once students arrive at school, they are not to leave any time before dismissal in the afternoon unless a parent/carer calls at the office to arrange permission and signs out the child. A child can only leave the school grounds under the supervision of a responsible adult.

3.15 Use of Mobile Telephones & Electronic Equipment

It is strongly recommended that students do not bring mobile phones or other such equipment to school. If it is necessary for your child to carry a mobile phone, it is a requirement that the phone is handed into the school office where it will be held for the duration of the day.

If this equipment is not handed into the office the school accepts no responsibility for any loss or damage that may occur if the equipment is held by the student. Students are not permitted to use mobile phones during the day. If parents want to contact students then the office staff will pass on any urgent messages.

3.16 Lost Property

A Lost Property collection area is located under A block near the Uniform Shop. Please check Lost Property if your child is missing clothing or other items. Lost Property will be regularly cleared and unclaimed items given to local charities.

3.17 Internet Access Agreement

Students at New Farm State School presently have access to the Internet. This access will increase over the next few years as the number of computers with Internet access increases. Access to the Internet brings many benefits for students and staff. There are also some risks involved.

The major benefits and risks are:

Benefits

1. Access to services provided through the Internet will enhance teaching and learning, supporting the staff in carrying out their duties and providing another medium for supplying information to students.
2. The Internet provides both information sources and communication with peers or experts. For a work task you have to perform you may find information on how to do it, materials that help you to do it, and discussions taking place with others also doing it.
3. Teachers and students can also use the Internet collaborative learning projects to provide an audience for creative works and as a platform for learning information access skills.

4. The information provided through the Internet can be the most up to date and relevant available in some areas.

Risks

1. Unlike the information in a good encyclopaedia, the information on the Internet is not well selected, nor well organised.
2. The information provided may sometimes be illegal, dangerous or offensive. Issues of sexual harassment and copyright violation can arise from the use of material available on the Internet without appropriate warnings.
3. Time can easily be wasted both by fruitless searches and by distractions from the task at hand.
4. Privacy is not assured in the use of Internet services. Internet electronic mail can be intercepted and read by complete strangers.

Parents/caregivers if you wish your child to take part in the use of Internet and e-mail at New Farm State School please complete and countersign the Internet Agreement included with the Enrolment Form.

3.18 Media Consent

Parents/caregivers are required to sign their permission for the use of photos and other media involvement of their child for marketing/publishing purposes.

3.19 School Photos

Class and group photos are taken once per year by a professional photography company. Parents order and pay for their own selection of photos.

3.20 Parking and Traffic

Both designated and unrestricted parking zones exist in the streets adjacent to the school.

Pick Up / Drop Off zones operate before and after school in Heal and Hawthorne Streets. Disabled and Loading zones are located in the Heal St cul de sac.

Drivers are permitted to park in the streets according to the City Council signs. Police regularly enforce parking and driving infringements around the school streets.

School Crossing Supervisors patrol at the crossing located at the James and Heal Streets corner.

A Safe ST committee operates to assist with traffic issues.

3.21 Facilities

The school has well maintained facilities for student community use: grassed oval; tennis court; netball court; swimming pool; adventure playgrounds and sandpits; long jump pit; rainforest outdoor learning centre; water tank for recycling; computer lab and library and multi-purpose hall. Many classrooms have interactive smartboards for engaging students in learning and classrooms each have a bank of computers for student use.

3.22 Responsible Behaviour Plan for Students

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. New Farm State School is committed to providing a Supportive School Environment in which:

- ◆ all members of the school community feel safe and are valued
- ◆ social and academic learning outcomes are maximised for all through quality educational programs
- ◆ practices in the areas of curriculum, interpersonal relationships and school organisation are relevant and effective
- ◆ school practices involve a planned continuum from the positive or preventative actions for all students to the responsive actions for specific individuals and groups
- ◆ non-violent, non-coercive and non-discriminatory language and practices are defined
- ◆ acceptable behaviours are modelled and reinforced by all members of the school community, and
- ◆ suspension and exclusion are only considered when all other proactive and positive approaches have been exhausted or rejected.

Specific characteristics and behaviour New Farm State School aims towards are:

- i. to develop the characteristics of self-control and self-discipline in all school community members
- ii. to promote respect for the rights and possessions of others
- iii. to encourage an ethos of co-operation between all school community members
- iv. to promote responsible and informed decision-making
- v. to encourage higher self-esteem for all community members
- vi. to maintain a positive and supportive school environment.

New Farm State School's Code of Behaviour reflects the values of the local community within the context of the wider democratic, multi-cultural society. All members of the school community (students, parents and staff) are committed to acting in a responsible, lawful, ethical and safe manner respecting the rights of all.

New Farm State School's Code of Behaviour

The school encourages all children to observe the Code of Behaviour:

- ◆ We respect the rights of all members of the school community regardless of race, gender, ability, religious beliefs, cultural background and economic circumstances.
- ◆ We as individuals are all responsible for our own behaviour and behave in ways that foster safety and respect.
- ◆ We solve conflict non-violently through conflict resolution practices.
- ◆ We respect and value each others' ideas and property.

As a school of individuals we will achieve these ideals through our actions by displaying:

- ◆ Courtesy
- ◆ Cooperation
- ◆ Common sense
- ◆ Consideration
- ◆ Communication.

Classroom Responsible Behaviour

Each class teacher is responsible for implementing a responsive behaviour plan for students incorporating the following elements:

- ◆ RULES that the students follow at all times
- ◆ POSITIVE RECOGNITION of students for following the rules
- ◆ CONSEQUENCES for students choosing not to follow the rules.

Consequences for Unacceptable Behaviour

The Code of Behaviour encourages all students to take responsibility for their own behaviour and the consequences for their actions by:

- ◆ Setting goals and recognising when they are achieved through specific behaviours and actions
- ◆ Consistently applying the positive and negative consequences listed in the class behaviour plan
- ◆ Providing a choice for actions and consequences
- ◆ Reflecting on behaviour and learning.

When low-level misbehaviour occurs in the classroom or playground, the following process encourages the student to reflect on his/her own choices:

1. WARNING 1: Teacher provides a warning and indicates the rule that is broken. The student restates the rule and identifies the correct behaviour choice.
2. WARNING 2: Teacher restates the rule.
3. TIME OUT: Student is moved to a quiet place to reflect on behaviour choice for 5 – 10 minutes. Upon return to group, student reviews Code of Behaviour in a debrief with the teacher.
4. REFERRAL TO THE PRINCIPAL: Student reports to the Principal with a red card for further discipline and behaviour is recorded. A yellow card is issued by the teacher if misbehaviour occurs in a specialist's lesson or in the playground.

Immediate referral to the Principal occurs in cases of serious misdemeanor e.g. harassment, bullying, property damage or injury.

In cases requiring intensive behaviour support for a student, the following process occurs:

1. Class teacher and Principal consult on matter of concern
2. Case conference: The student's behaviour is reported to the Special Needs Committee to identify appropriate actions (e.g. intensive monitoring, meeting with parents, counselling, referral to external agencies)
3. Development of Individual Responsible Behaviour Plan for the student noting targeted behaviour goals and strategies
4. Monitoring and review of the achievement of targeted behaviour goals set in the Responsible Behaviour Plan by teacher, Principal, parents and any significant others.
5. Involvement of external support agencies may be initiated by the Principal to support the student (e.g. Advisory Visiting Teacher in Behaviour, external agencies).

In exceptional circumstances for serious and/or repeated unacceptable or dangerous behaviour students may then be:

- ◆ Physically restrained or Time Out Containment
- ◆ Suspended for 1 – 20 days according the Education Queensland's policy SM-16 Student Disciplinary Absences
- ◆ Excluded.

A copy of the school's RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS can be collected from the Office.

3.23 Money Collection Day – FRIDAY

School administration monies for Student Sport, Excursions, Camps or Activities can only be accepted on Friday mornings before 9.30am, in accordance with procedures and personnel availability as dictated by our Auditors. All money received at other times will be returned home.

Payment for Sport, Excursions, Camps or Activities must be placed in the **green Money Box** located in the School Office by 9.30am on Friday morning.

Payment envelopes are available at the office.

All payments should include a signed permission slip (where applicable) or a completed payment envelope with the child's name and class clearly marked on the envelope e.g. John Smith, Year 4/5P *not* Year 4.

No change is available at the school office, please send correct money.

P&C ASSOCIATION MONIES may be left in the P&C basket in the school office any day.

3.24 Preparatory Classroom Resource Scheme

Our school operates a Prep Classroom Resource Scheme which operates in accordance with the *Department of Education Manual (FNM-PR-018: Textbook and Resource Allowance in State Schools)*.

New Farm State School purchases bulk essential Prep Classroom Resources and Materials (*in lieu of Book Packs*) and all Preparatory Students will be issued these throughout the year.

New Farm State School P&C Association has endorsed this Scheme and Parents / Carers are encouraged to participate.

If you choose to participate in the Scheme your child will be provided with essential:

- Basic classroom materials and equipment
- Specific resources for key learning areas
- Technology requirements and maintenance

3.25 School Refund Policy

Refund Guidelines for Excursions and Camps

At New Farm State School, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

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

State schools are able to charge a fee for:

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

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

School fees for excursions and camps are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an excursion or camp is indicated through payment of the excursion or camp fee and provision of a permission form completed by the parent/carer.

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

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

It is preferred that refunds be made as a credit against the student's account at the school, and used for any cost in the future.

Department of Education and Training policy references:

Education (General Provisions) Act 2006

SCM-PR-002: School Excursions

FNM-PR-019: State Education Fees

3.26 Evacuation and Locked Down Procedures

Regular drills are performed throughout the school year to acquaint the students and staff with the safe requirements for immediate evacuation and locked down procedures in cases of extreme emergency. These drills are developed by the school's Workplace Health and Safety Committee and are reviewed on a regular basis for school auditing practices.

4.0 ENROLMENT INFORMATION

4.1 Enrolment Policy

Enrolment Policy

All students who reside within the local catchment area and are eligible for enrolment in the educational program offered by the school have a right to enrolment at the school. The Principal will hold places for students who relocate to within the catchment boundary throughout the school year.

Enrolment of students from outside the local catchment area will be managed to ensure the total current and forecast enrolments do not exceed the school's current built capacity and, where applicable, will ensure there is an even spread of students across year levels or class groupings.

Enrolment capacity of school

The school currently has the capacity to enrol up to 364 students in 16 classrooms.

Local catchment area

The school's enrolment capacity for students who live _____ the local catchment is dependant upon:

- the school's enrolment capacity
- catering for in-catchment enrolments
- allowing for in-catchment growth during the year
- ensuring an even spread of students across all year levels while maintaining class size targets.

The local catchment area is based on equidistance boundaries with other schools.

Enrolment Criteria

Students who reside outside the school's local catchment boundary who apply for enrolment at the school will be put on a waiting list in order of receipt of application. Where there is spare capacity, students will be enrolled from the waiting list based on the following criteria and order of priority:

- Ø Siblings of students already enrolled
- Ø Children and young people who are subject to child protection orders that grant guardianship or custody to the Chief Executive Officer of the Department of Child Safety.
- Ø Students whose parent or legal guardian is employed by the school.
- Ø Siblings of students who have left the school and reside outside of the local catchment boundary.
- Ø Students who reside outside the catchment area and who officially leave the school will be considered for re-admission in accordance with the enrolment criteria.
- Ø Students whose parents have attended the school.

Proof of Residency

Parents who wish to enrol their child/ren at New Farm State School under the Enrolment Management Plan will need to demonstrate that the child/ren to be enrolled reside within the catchment area. The following documentation may be required if requested by the principal:

- Ø Rates notice, Electricity account
- Ø Signed unconditional House Contract
- Ø Rental Agreement stamped and signed by real estate agency for a minimum of six months duration
- Ø Rental Bond receipt
- Ø Registration on a State or Federal Electoral Roll
- Ø Australian Citizenship, Permanent Residence status or eligibility under a Visa category
- Ø Statutory declaration

4.2 Prep

Since 2007, all Queensland children have had access to a full-time, non-compulsory preparatory year of education before starting Year 1. In 2013, this will be available for children born between 1 July 2007 to 30 June 2008. Prep will give all young Queenslanders the very best start to school by helping them make a smooth transition to Year 1 and setting them on the path to lifelong learning.

There will be no waiting list for the Prep year for students in our catchment area.

Birthdate	Eligible for Prep in:	Eligible for Year 1 in:
Child born 1 July 2007 to 30 June 2008	2013	2014
Child born 1 July 2008 to 30 June 2009	2014	2015
Child born 1 July 2009 to 30 June 2010	2015	2016
Child born 1 July 2010 to 30 June 2011	2016	2017

4.3 Transfer of Student

When a student leaves the school, please inform the office of the new school and date of departure to enable us to keep our records accurate and up-to-date. A transfer will be issued to your child's next school on the request of the Principal at that school. This should be done even if the child is going interstate, overseas, or to a non-state school. Parents are responsible for returning any school owned resources and library books to the school before leaving otherwise an invoice may be forwarded to the new school for payment of the resources.



5.0 CURRICULUM INFORMATION

5.1 Curriculum Framework

In 2013, Queensland schools will plan, teach, assess and report using the Australian Curriculum in:

- English
- Mathematics
- Science
- History

In learning areas where the Australian Curriculum is not available, teachers will continue to use the relevant Queensland curriculum.

The Australian Curriculum provides content descriptions and achievement standards for English, Mathematics, Science and History. It also provides elaborations on these content descriptions.

The Australian Curriculum provides general capabilities and cross-curriculum priorities as key dimensions of the curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that children develop and use in their learning across the curriculum. The general capabilities are:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural Understandings

5.2 Early Years of Learning

More information about the Australian Curriculum Foundation (Prep) programme can be accessed from - <http://www.australiancurriculum.edu.au/FoundationYear>

Prep teachers create learning experiences that are enacted over a range of everyday learning situations. A balance of these contexts for learning suit the nature of the learner and learning in the early years of schooling. The following are examples of contexts for learning suited to the active, engaged style of learning common to the early years. They include:

- the teachable moment
- investigations
- real-life situations
- play
- focused teaching and learning
- routines

5.3 Middle Phase of Learning

At New Farm State School middle schooling means developing active, smart and engaged learners and thinkers through:

Goals

- A supportive and challenging curriculum.
- Flexible learning environment
- Opportunities to achieve success

- Real life experiences
- High expectations
- Community involvement
- Interaction with teachers
- Ongoing learning and understanding of the learner
- Engagement in purposeful and intellectually challenging learning

Principles

The following principles guide the achievement of the goals. They are based on the evidence of 'middle schooling' research and best practice.

- Students in this phase of learning have particular characteristics that warrant the recognition / maintenance / establishment of a distinctive phase of that meets the unique needs of this group of learners. The need to develop as autonomous learners and the physical, intellectual, social, cultural, economic, technological and educational factors that impact simultaneously during early adolescence require particular consideration by educators.
- A distinctive Middle Phase of Learning requires the reframing of curriculum, pedagogy, assessment, school ethos and environment, and school organisation.
- Accordingly, an effective Middle Phase of Learning should focus on student engagement, learning and achievement, and can occur in the full range of school contexts including:
 - P-7 schools and 8-12 schools, working collaboratively
 - P-10 and P-12 schools, and
 - purpose-built facilities.
- Partnerships and effective communication between schools (including State, Catholic and Independent), parents and local communities enable a shared responsibility for the learning of all students and are an essential component in supporting in the Middle Phase of Learning.
- Effective pedagogy includes the identification of students who require particular support to succeed or require additional challenges in their learning in the Middle Phase of Learning, followed by timely intervention strategies and ongoing monitoring of achievement related to explicit expectations.
- Effective practice in the middle years is contingent on a teaching workforce able to respond to the distinctive and diverse needs of students and to changing economic, social and technological conditions and who have a strong desire work with students in this phase of learning.

5.4 Homework

Homework provides students with opportunities to consolidate their classroom learning, pattern of behaviour for lifelong learning beyond the classroom and involve family members in their learning.

Homework that enhances student learning:

- is purposeful and relevant to student's needs
- is appropriate to the phase of learning (early, middle and senior)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student's teacher about additional materials or practice exercises with which parents can assist their children at home.

In the *Early Phase of Learning (Prep to Year 3)*, many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- preparation for oral presentations
- opportunities to write for meaningful purposes.

In the Prep Year, generally students will not be set homework. In Years 1, 2 and 3, set homework could be up to but generally not more than 1 hour per week.

In the *Middle Phase (Year 4 to Year 9)* some homework can be completed daily or over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

The Queensland Government has released a [Homework in State Schools policy](#) that sets out guidelines for homework, including the amount of time should spend on homework each week.

The policy recommends the following maximum homework hours over a week:

In the Prep Year, generally students will not be set homework.

Years 1-3: Could be up to, but generally not more than, 1 hour per week.

Years 4-5: Could be up to, but generally not more than, 2-3 hours per week.

Years 6-7: Could be up to, but generally not more than, 3-4 hours per week.

5.5 Gifted and Talented Education

Giftedness consists of an interaction among three basic clusters of human traits - these clusters being above average general abilities, high levels of task commitment, and high levels of creativity.

Gifted and talented children are those possessing, or capable of development, this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest, or are capable of development, an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs. ([Gallagher & Gallagher 1994](#))

Education Queensland and New Farm State School's commitment to the education to students who are gifted is demonstrated by:

- ◆ The identification of all students who are gifted regardless of:
 - Ethnicity
 - (dis)ability
 - Gender
 - economic status

- ◆ Meeting the needs of students who are gifted and improving their learning outcomes
- ◆ Community partnerships to ensure students who are gifted have opportunities to develop their abilities.

5.6 School Excursions, Camps and Activities

To enrich their educational experiences, students in Prep to Year 7 are offered opportunities to participate in a variety of activities, projects, excursions, trips and camps throughout the school year. These events are planned to enrich students' knowledge of local and global communities, sustaining the environment and to provide a deep understanding of the activities and occupations of people in this community. To allow students to participate in these events, it is necessary for parents/caregivers to sign a permission note for each and pay the associated fees. Students who do not participate in a planned event will be provided with an alternative learning experience. Students are expected to wear school uniform on excursions unless otherwise informed.

You will be given ample notice of upcoming activities, excursions and camps, the transport details and any associated costs via a class note countersigned by the Principal. The school also has an upper school (Years 5 – 7) camping program in which all students are expected participate. Long-term notice is given where significant costs are involved. All excursions, camps and activities are approved by the P&C.

5.7 School Resource Centre

Our school Resource Centre has an extensive collection for students and teachers. Please see your child's class teacher for class borrowing times.

5.8 Computers and Technology

All students from Prep to Year 7 have access to computers in both their classrooms and the computer lab. The use of technology in learning activities is an important priority at New Farm.

Students also have access to CD-ROMs for research purposes and the opportunity to participate in teacher-supervised access to educational sites on the Internet. Computer based technologies are linked with various subject areas undertaken by students to give them a real purpose for developing skills in this area.

All learning spaces are equipped with interactive smartboards to increase student engagement in the dynamic learning environment of the 21st century classroom.

5.9 Physical Education

There is one specialist Physical Education lesson per In the first and fourth terms, swimming occupies the PE program with the PE teacher taking this one lesson. The class teacher and a second adult with resuscitation qualifications to assist with supervision may follow this up with a second swimming skills lesson. Please let your child's class teacher know if you can assist, as swimming lessons do not go ahead unless two adults are present.

Children need to bring suitable swimmers (one piece for girls and Speedo or longer trunks, bike pant style for boys *NB: Students must swim unhindered by loose clothing*), a sun top, a towel, SPF30+

broad-spectrum water-resistant sunscreen and a swimming cap on these days. Parents/caregivers will be advised of your child's swimming days at the commencement of the term. In second and third terms the Physical Education program includes ball skills, athletics, dance and gymnastics.

5.10 School Sport

Our school values participation in physical activity and students in Years 4 to 7 participate in a range of Friday afternoon activities. These may include interschool netball and soccer competitions. Transport when required for interschool sport will be charged accordingly to assist in covering costs.

5.11 Smart Moves Program

This Federal Government initiative commenced in 2008. It is compulsory for all primary age students to participate in 30 minutes of physical activity per day. The school will design a physical activity program to meet this requirement to be delivered during the school day.

5.12 LOTE (Language other than English)

Students in Years 4 to 7 undertake studies in LOTE. All students receive specialist lessons in Chinese (Mandarin) and enjoy the cultural experiences that are included with their lessons. Students also participate in language competitions with great success in recent years. Cultural excursions and cultural exchange activities with a sister school in Taiwan are also included in this program.

LOTE is a mandated curriculum subject. Students may not be withdrawn from this subject unless they experience a learning difficulty or have English as a second language. If parents/caregivers request exemption from LOTE then they need to consider alternative supervision for their child during the regular LOTE lesson time. Classroom teachers are not responsible for supervising your child during this lesson time.

5.13 School Music Program

We take pride in our quality school music program. All students receive one specialist classroom music lesson per week, and participate in the school choral program from Year 2 which is supplemented by a variety of extracurricular musical activities: vocal groups, concerts and an Instrumental Music program.

A teacher of Instrumental Music gives instruction in Brass and Percussion once a week for students in Years 5-7. Year 5 children who have indicated an interest may borrow an instrument from the school for 12 months (subject to availability) after which time an instrument should be purchased/hired by the families. Hire fees apply to the use of school instruments.

5.14 Assessment and Reporting to Parents

Assessment

Assessment of a student's learning achievements is based on an A to E scale (A being the highest score). Evidence of a student's learning capabilities will be gathered by the teacher over the semester, with some tasks moderated by year level teams to confirm teacher judgments. Teachers will discuss samples of evidence with parents/caregivers at interviews. Some diagnostic testing using standardised tests may also be used to inform teacher judgments on a student's learning abilities.

Report Cards

Report cards are issued to students in Prep – Yr -7 at the end of each school semester in June and December. Parents/caregivers are required to read the card carefully, discuss it in a helpful, encouraging way with your child, sign it, and return it to the school. If parents have any concerns with the communications in the report then please make an interview to discuss the report with the class teacher and/or Principal. Students with an Individual Education Plan (IEP) will receive a separate report based on the goals of the IEP. Identified Gifted and Talented students will receive a separate report in their focus area of giftedness.

Parent/Teacher Interviews

Parent/teacher interviews are conducted twice per year to discuss your child's learning progress. Students are encouraged to be part of this interview and to take responsibility for their own achievements. These are held at the end of each Semester:

Prep – Year 7 – Semester 1 (April)

Prep – Year 7 – Semester 2 (December)

If parents/caregivers require further oral feedback opportunities then please make an appointment with the class teacher to negotiate an interview time. Updates at the end of Term 1 and 3 are ideal for interim reports on student progress.

Learning Celebrations

Year level teams conduct special learning celebration events for students and parents/caregivers to value the learning achievements at the end of a unit of work. The dates for these events are negotiated by the class teachers.

6.0 SCHOOL SERVICES

6.1 Dental Service

School age students in Queensland Primary Schools are eligible to receive free dental care. During the year the Mobile Dental Van may visit the school.

Forms are sent home for parents to complete and sign if they wish their children to be examined and treated. Appointments are also available after school and during school vacations if parents wish to transport children to the dental van when it is out of our area.

**Emergency treatment is available by phoning the
Queensland Health - School Dental Clinics - 1300 365 997**

6.2 School Clinical Nurse

In all cases of concern please contact your family health care professional, go to www.health.gov.au or call 1300 366 039.

6.3 Special Needs Committee

The Special Needs Committee is responsible for identifying individual student learning needs and prioritizing services to support these needs. The committee members include the Deputy Principal, the Guidance Officer, the Support Learning Teacher, the Gifted Education Mentor (GEM) and interested classroom teachers. The committee meets once fortnight. Parent permission is required before any diagnostic testing and/or special commence with the individual student.

6.4 English as a Second Language

For those students identified as requiring English language learning support, a specialist teacher is will provide intensive intervention and/ or support programs focusing on reading and decoding skills in the English language.

6.5 Before and After School Care

Jabiru Kids Club (Jabiru Community, Youth and Children's Services Association) has operated for approx. 8 years on site at New Farm State School. The program is well resourced and very popular with students and their parents.

Located **via the Heal Street gates**, on ground level directly below the school administration, the program operates **before school** from 6:45am to 9:00am, **after school** from 2:30pm to 6:00pm and also offers **vacation** and **pupil free day** programs.

Information regarding fees etc. should be obtained directly from Jabiru during program times. As Jabiru is an independent firm, families are required to deal directly with the supervisor and carers to make bookings for care, etc. Please contact **Jabiru (New Farm)** on **3254 1210**.

7.00 SCHOOL COMMUNICATIONS

7.1 School Newsletter

A newsletter is distributed to each child on Wednesday each week. It is the primary method of informing all families simultaneously of activities that are taking place at school. Our newsletter is available on our website and hard copies are available at the school office. Please read the newsletter carefully and note the items that pertain to your child. When space permits, we encourage the publication of student work from all year levels.

If urgent information is in need of community circulation, the Principal will distribute a Bulletin when necessary.

7.2 Bulletins

Bulletins (additional to the weekly newsletter) are occasionally issued by the Principal to parents to share any news or initiatives which require urgent parent attention.

7.3 Email

The Principal may be contacted by email at the.principal@newfarmss.eq.edu.au.

7.4 Interviews

If parents would like to discuss any matters with the Principal or a teacher, please contact the office on 3358 7333 to make an appointment.

7.5 Complaints Management

During the course of your child/ren's school years, you may have cause to make a complaint about an issue with your child's education. Education Queensland is committed to ensuring all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interest of complaint resolution to ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware if you are making a complaint about a staff member, in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au) or the Queensland Police Service (www.police.qld.gov.au).

The following 5-step procedure may assist parents/carers and school staff to reach an outcome that is in the best interests of the student.

1. Discuss your complaint with the class teacher

If your complaint is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher should then take steps to resolve the problem at this level.

The teacher will make a record of the complaint and report your meeting and any outcomes to the school principal.

2. Discuss your complaint with the principal or ask the principal to assist by participating in informal conflict resolution.

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the school principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go in informal conflict resolution in an attempt to resolve the problem. If your complaint is related to the school more generally, including issues of school policy or its compliance or non-compliance, you should raise your complaint directly with the principal or his/her delegate. For example, the principal may refer your complaint to a deputy principal or registrar. The staff member will make a record of your complaint and work with you to resolve the issue. Complaints to the principal may be lodged in person, by telephone, writing or via electronic format through the "Schools directory" at www.education.qld.gov.au/schools/directory - select relevant school, then click on the email link.

3. Contact district office

If you have discussed the issue with the principal and still feel your complaint has not been addressed, you have the right to contact the Assistant Regional Director who is the supervisor of the principal and oversees activities of schools in that particular education district of Queensland.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The regional office will make a record of your complaint.

Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the principal. Addresses and telephone of regional offices are listed under the heading Education Queensland in the White Pages of your local telephone directory and are also available through the "Schools directory" at www.education.qld.gov.au/schools/directory

When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the regional office will assist in seeking resolution to the issue.

4. Complaint still not resolved

If, as a parent/carer you feel your issue has not been resolved through the regional office process, you have a further right to make a complaint to the central office of Education

Queensland. Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:

- to the Assistant Regional Director for further action or
- to another departmental unit for appropriate action.

The Office of Education Queensland can be contacted at: Education Queensland, PO Box 15033, CITY EAST, Qld 4002. Tel (07) 3237 0618 or fax (07) 3221 4953.

5. Independent review

If, as a complainant you feel your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an independent review of the Department's decision. The Ombudsman may be contacted at: Office of the Ombudsman, GPO Box 3314, Brisbane, Qld 4001

Email: ombudsman@ombudsman.qld.gov.au. Tel (07) 3005 7000 or Toll Free 1800 068 908 or fax (07) 3005 7067.

A role for Parents and Citizens' Associations (P&Cs)

It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens' Associations Inc (QCPCA) does not advocate or act on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances. The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint.

Complaints about services that are run or managed by the P&C at your school, for example, after school care or the canteen, should be directed to the P&C in the first instance.

8.0 STUDENT CITIZENSHIP

8.1 Student Leadership Program

Rather than having a system of School Captains and Prefects, Year 7 students achieving an established standard assume the position of Student Leader and have designated responsibilities they undertake with considerable enthusiasm throughout the school year.

Their areas of responsibility cover four major areas:

- ✓ Student Care (encouraging tolerant and caring behaviour amongst all students)
- ✓ Student Activities (organising lunch time and extra-curricular activities for students of all year levels)
- ✓ School Care (ensuring our school buildings, grounds and equipment are in good order and monitoring and preventing any possible student damage)
- ✓ School Communications (assisting with promotion of student activities and achievements through the newsletter, display boards, etc.)

This program is regularly reviewed to ensure effectiveness and maximise student leadership opportunities in the school.

8.2 Buddy Program

Students in Years 6 & 7 are Buddy Friends with young students in Prep and Year 1. Throughout the year the Buddies work together on curriculum initiatives as well as form close friendships.



9.0 PARENT SUPPORT

9.1 Parents And Citizens Association

The Parents and Citizens Association (P&C) consists of parents/caregivers of students at New Farm State School and other citizens with an interest in the school. Each year the group elects a President, Vice-President, Secretary, Treasurer and representatives of other school related groups.

The P&C meets on the second Wednesday of every month at 7.30pm in the school library. **You** are the P&C! It represents all parents and supports the Principal, the teachers and ancillary staff in their endeavour to provide a happy, stimulating and educative environment for our children.

The P&C is the fundraising arm of the school and raises money through community activities and grants for school based priorities (program resources and facilities). Members of the P&C are actively involved in the decision making processes for allocation of funds throughout the school.

At each P&C meeting the Principal delivers a report informing the community on school matters including staffing and facilities. Subcommittees of the P&C also report on their relevant matters along with the Treasurer.

These sub-committees assume responsibility for:

- ◆ Tuckshop
- ◆ Uniform shop
- ◆ Swimming Club
- ◆ Parent Reps
- ◆ Cultural Arts

All parents are warmly invited to participate in the many activities of the P&C. They are an active, happy group that enjoys each other's company in sharing in their children's school education.

9.2 Tuckshop

The school tuckshop operates **each Wednesday (with a limited menu of pizza and pasta) and Friday (full menu)** for all year levels **during first break only (11.00am - 11.40am)**. The school tuckshop is staffed by a convener and volunteers. The tuckshop implements the Healthy Food Strategy.

Tuckshop Ordering Procedures

Tuckshop orders must be placed at the tuckshop before 9.00am.

Orders should be placed as follows:

1. Write your name and class on a Lunch Bag.
2. Complete details of what you would like to order.
3. Put the correct money in the bag.

Change, if required, will be placed in the bag and returned with the order.

You may purchase lunch bags at the Tuckshop for 5c each, or use brown paper bags available from the supermarket.

Ice blocks will still be available and sold after the second bell (Friday only).

LUNCHES

We like to encourage the children to eat healthy food school and we ask parents not to give children lollies, chocolates, soft drinks or other high fat foods for lunches. It is a good idea to pack two lots of food separately - one for morning tea and one for lunch.

The children are well supervised at lunchtime and are to display good manners and talk to their friends quietly while they are eating. Please also ensure that all lunch containers are clearly named.

9.3 Uniform Shop

The Uniform shop is staffed by parent volunteers and is open on **Monday afternoons from 2:30 - 3:30pm and Friday mornings 8.15 – 9.30am**. The shop is also open the last week of the January holidays before school starts. Please contact the school office for a uniform price list.

9.4 Parent Representatives

One parent volunteer from each class is the Parent Representative for the class. Their role is to support the teacher by contacting volunteers to assist in class group work and excursions. The parent rep also organises a class phone tree in case of emergency contacts for family support and coordinates family social functions throughout the year to build community friendships and support networks. The Parent Rep Coordinator sources parent reps and conducts meetings throughout the year.

9.5 Swimming Club

The Swimming Club operates on Monday nights in season and is coordinated by volunteers. Students are encouraged to join to develop fitness and swim squads for training.

9.6 Volunteering

As partners in education, parents and teachers have a responsibility to ensure your child is offered every opportunity in education. We encourage to be part of their child's education at home and in the classroom. We acknowledge your child has already had five years formative learning in the home and we are commencing together with his/her formal education.

You are invited to participate in classroom activities, to help out as a voluntary aide, to assist with swimming classes, or to offer whatever skills or talents you have. Many parents are hesitant to take the step of involvement in the classroom but the benefits to both you and your child cannot be understated.

We look forward to your participation in our school and if you feel you would like to offer your assistance, please talk to your child's class teacher.

Some great tips for developing a healthy parent/teacher school partnership.....

- ✓ have a positive attitude towards school and your child's teacher
- ✓ if you have any concerns don't hesitate to contact either your child's class teacher or the Principal
- ✓ be involved in classroom activities
- ✓ help supervise swimming
- ✓ become a volunteer on the Tuckshop roster
- ✓ involve yourself in P&C activities
- ✓ write the occasional thank you note to your child's teacher to express your support and appreciation of his/her efforts.

9.7 P & C Voluntary Contributions

Parents support P&C initiatives by paying an annual contribution. An invoice is sent home in Term 2 to each family.

10.0 LOCAL TRANSPORT

Public bus routes operate in the New Farm / Teneriffe / Merthyr area.

Please contact **Brisbane City Council 3403 8888** or www.translink.com.au for up to date timetables and route information.

Many children walk to school. Please ensure that your child is familiar with the Pedestrian Road Rules. At the corner of Heal and James Street we have the services of our Crossing Supervisors. Our Hawthorne Street two minute pick-up and drop-off zone operates on school days between 8-9am and 2.30-3.30pm. At all other times this area is NO PARKING. When the are on duty, EVERYONE, including adults, should use the crossing provided.

If your child rides a bike, ensure he/she wears a helmet and is familiar with road safety procedures. A bike cage is provided behind the Year 1 building. Bikes are not allowed to be ridden in the school grounds.

11.0 SCHOOL WATCH CARD

The School Watch Card is a pilot program by the Fortitude Valley Police to prevent vandalism to the school property. Community members who use the school facilities out of hours are required to carry the School Watch Card signed by the Principal. If community members observe any offenders causing damage to school property, they are responsible for reporting their observations to the police. School Watch Card holders are trained by the Police in reporting observations.

For any suspicious activities or concerns please call **School Watch on 13 17 88**.

12.0 HIGH SCHOOLS

Students who attend New Farm State School are eligible to progress to the following high schools based on the individual school's enrolment procedures:

- § Kelvin Grove College;
- § Brisbane State High;
- § Queensland Academy of Creative Industries;
- § Queensland Academy of Science, Maths and Technology;
- § and independent schools.