

PORT CURTIS ROAD STATE SCHOOL



PARENT HANDBOOK 2016

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WELCOME TO PORT CURTIS ROAD STATE SCHOOL

Thank you for choosing Port Curtis Road State School as the provider of your child's education. Our school was established in 1875 and has a proud history of being a school that is welcoming and strong in community spirit.

The value of this information booklet is found in working with staff and our families each year to update information and have good conversations around our shared vision and values. So I hope you take this on board when you read through and form a picture of what shapes our school and defines our role and responsibility to providing a quality, future-oriented education that enables our students to achieve their full potential.

Please share the expectations and information contained in this booklet with your child/ren. If you have any further queries, please contact us to arrange an interview.

At Port Curtis Road State School we have high expectations for all students. We are committed to academic excellence and every child has their own individual learning goals which they aim to achieve every five-week cycle. These learning goals are reviewed every five weeks and new goals are negotiated with each student. Our focus this year is Reading and this will continue next year with the addition of spelling and attendance levels. The table below demonstrates how important it is to ensure your child is at school because every day matters.

If your child misses ...	That equals ...	Which is ...	And over 13 years of schooling that's ...	Which means the best your child may achieve is ...
1 day a fortnight	20 days a year	4 weeks a year	Nearly 1.5 years	Equal to finishing in Year 11
1 day a week	40 days a year	8 weeks a year	Over 2.5 years	Equal to finishing in Year 10
2 days a week	80 days a year	16 weeks a year	Over 5 years	Equal to finishing in Year 7
3 days a week	120 days a year	24 weeks a year	Nearly 8 years	Equal to finishing in Year 4

"Every Child Matters Every Day"

Kind regards,

Julianne

Julianne Emmert
Principal

BRIEF HISTORY

Port Curtis Road State School is within the Central Queensland District and the Fitzroy Central West Queensland Region.

Port Curtis Road State School opened its doors on 23rd March 1875, the same year that primary education became secular and compulsory under the State Education Act of 1875.

The 1875 Education Act was the turning point that outlined several significant initiatives and laid the foundation for the future direction of education in Queensland. The charter maintained that primary education was to be free and under the control of the state (secular). Finally, it was proclaimed, primary education was to be compulsory for children aged between 6 to 12 years of age.

Against the background of these developments the local Port Curtis Road community had the vision and perseverance to establish a State School. Records reveal “minutes of a meeting of some of the inhabitants of the neighbourhood held at the house of Mr Gottfried Kraatz, August 8th 1874, to take steps to get a National School”.

Through the diligence and determination of the committee and community the set local subscription fee was collected, tenders were called, and Collins and McLean’s tender for £450 was accepted. By 2nd February 1875, less than eight months after the initial proposal by the committee, the school building and teacher’s residence were completed.

MISSION STATEMENT

Port Curtis Road State School seeks to create a challenging learning environment that encourages high expectations for student success through rigorous and explicit instruction that caters for individual differences and learning styles.

Our school promotes a safe, caring and supportive environment where all stakeholders work collaboratively towards the shared belief of equality of opportunity and where all students experience success, develop confidence and achieve the highest possible learning and social outcomes.

Each student’s self-esteem is enhanced through positive and purposeful relationships with each other, the staff and the wider community.

We, as a school community, are committed to developing students who are responsible, resilient and confident; students who are equipped with knowledge and skills that will see them become independent, fulfilled and active members of the community in the spirit of “Play the Game”.

PROPOSED PUBLIC HOLIDAYS (2016)

Australia Day	Tuesday	26 January
Good Friday	Friday	25 March
Easter Monday	Monday	28 March
Anzac Day	Tuesday	25 April
Labour Day	Monday	2 May
Show Holiday	Thursday	16 June
Queen's Birthday	Monday	3 October

CALENDAR 2016

SEMESTER ONE

TERM ONE

21, 22 & 25 January	Student Free Days
27 January	School Recommences
25 March - 10 April	Easter Vacation

TERM TWO

11 April	School Recommences
25 June – 10 July	Winter Vacation

SEMESTER TWO

TERM THREE

11 July	School Recommences
17 September – 3 October	Spring Vacation

TERM FOUR

4 October	School Recommences
9 December	School Finishes

Summer Vacation commences 10 December 2015 – 22 January 2016

ADMINISTRATION TEAM / SCHOOL STAFF

Principal:	Julianne Emmert
Teachers:	John Collins Irene Ingrey Rebekah Shearman Julianne Webb (Music) Tae Sumihara (LOTE/Japanese)
Administration Officer:	Debra Hall
Teacher Aides:	Sharon West Cherrie Collins Julie Baxter
Cleaner:	Rhonda Fletcher

SCHOOL DIRECTORY

Address:	145 Port Curtis Road Rockhampton Q 4700
Postal Address:	As above
Telephone:	
Primary School/Office	(07) 4922 3056
Facsimile	(07) 4921 3258
Office Hours:	Monday – Friday 08.30am – 03.00pm
Email:	principal@portcurtss.eq.edu.au
Website:	www.portcurtss.eq.edu.au
Education Queensland Website:	http://education.qld.gov.au (for departmental policies, information about government financial assistance and Queensland schools).

SCHOOL ROUTINE

08.30 am	Staff Supervision on site (timetabled)
08.50 am	Class Warning Bell
08.55 – 11.00 am	Morning Session (Classroom)
11.00 – 11.40 am	First Lunch
11.40 am	Class Warning Bell
11.45 – 01.30 pm	Middle Session (Classroom)
01.30 – 01.55 pm	Second Lunch
01.55 pm	Class Warning Bell
02.00 – 03.00 pm	Afternoon Session (Classroom)
03.00 pm	School Administration Office Closes



ABSENCES FROM SCHOOL

Student absences from school should be reported by written note to the teacher upon return to school or preferably by phone call to the school office on the first day of the illness. Unexplained absences greater than three days will be followed up by the Administration Team. Regular attendance at school is very important for all students. We are a strong supporter of the Everyday Counts Campaign.

According to the Education Act, children may be absent from school due to illness or other legitimate reason. The school year is only 200 days (or 40 weeks) and frequent absence from school quickly reduces the amount of learning time often resulting in falling levels of student self-confidence and achievements.

As previously stated, children who attend school regularly will make better progress but sending a child to school when they are unwell can be equally harmful. The child will not benefit enough to learn effectively and will probably spread the illness to other children and staff.

ACCOUNTABLE PLANNING DOCUMENTS

The strategic direction of Port Curtis Road State School is recorded in the following documents that are available upon request:

- Annual Operation Plan and School Improvement Plan
- School Annual Report
- Responsible Behaviour Plan and Code of School Behaviour

ADMISSIONS TO OUR SCHOOL CAMPUS

Enrolments are conducted through the school administration office. Our office staff will obtain a Transfer Certificate from another State School on behalf of the enrolling parent.

Please contact the school to arrange a suitable appointment time.

Enrolment procedures include completion of enrolment forms, which may be done beforehand and an interview with a member of the administration staff. It is preferable that the children to be enrolled also attend the interview.

The class placement and starting time will be arranged. In order to ensure appropriate placement and classroom support, in some cases the student's starting time may be delayed until appropriate support is in place. In rare instances, an interim placement will be made until further information is available (eg. overseas enrolments).

Students enrolling in **Year One 2016** must turn six before the 30 June in the year they enrol in Year One. The Department of Education requires evidence of the date of birth of the child. This evidence may take the form of any of the following:-

1. An official Birth Certificate or extract;
2. A newspaper cutting announcing the birth (date to be shown);
3. A certificate from a Doctor or Clergyman – provided the date of birth and the year is clearly stated; or
4. A Statutory Declaration made by a parent or guardian and signed by a Justice of the Peace (Statutory Declaration forms are available at the Post Office).

ARRIVALS / DEPARTURES / SUPERVISION DUTIES

In partnership with our school community we ask for your firm support with arrival and departure procedures.

Supervision of students by staff begins at 8.30am. This is part of our supportive environment policy. It is ***strongly recommended*** that you do not have your child/ren on school site before 8.20am. If there are special circumstances it is requested that written communication to the Principal be undertaken to outline the support needed.

School finishes at 3.00pm. It would be a community partnership courtesy to ensure your child/ren is/are picked up by 3.15pm (at the latest). Again if support is needed to meet this commitment please contact the office.

A safe and supportive school needs families and school working together.

ASSEMBLIES

Student assemblies are held under C Block each Monday at 11.45am. Weekly announcements are made, achievements are celebrated and awards presented.

ASTHMA SUFFERERS

The procedures for asthmatic students are:

1. Parents/caregivers provide permission for students to administer their own medication as deemed necessary by the student. This permission is provided through the Asthmatic Form that is available from the office.
2. Students are responsible for their inhalers at all times; and
3. Students should not be denied access to their inhalers.

Emergency inhalers are available from the First Aid room.

BANNED ITEMS

The following items are banned from the school: chewing gum, spray-on deodorants, whiteout, Nikko pens, iPods, MP3 players, Discmans, electronic games, toys and other items as the Principal may determine.

BICYCLES

Bicycles should be parked in the racks provided. Entry to the grounds may be through the gate in Port Curtis Road. Children should not ride their bikes in the school grounds. All bikes should be secured by a safety chain.

Parents must ensure that their child wears a bike helmet and has road safety awareness.

BUSES

A bus route for outlying rural areas is part of our daily routine.

CLASS PHOTOGRAPHS

Class photographs are taken annually by a commercial photographer, who is engaged by the P & C Committee. These are usually taken during Term 3. Photographs are purchased through a pre-order system.

COMMUNITY LINKS

We enjoy close community links with Hastings Deering, the Adopt-A-Cop program, Fire and Ambulance services. Our community network has been extended due to our experience of being a flood affected school. This network is very important to our future pathway.

COMPLAINTS AND GRIEVANCES

Port Curtis Road State School is committed to dealing positively with complaints and issues in a timely and efficient manner. We, as a staff, place considerable value on forming and maintaining productive and purposeful partnerships with our community. However, from time to time you may have a concern about a school related issue.

The correct course of action should this occur is to make contact with the school so that a mutually convenient appointment time can be arranged with either a member of the teaching staff or the Principal to address your concerns.

Be assured that the staff at Port Curtis Road is committed to working positively to resolve issues of concern and thereby continue to improve our school.

DENTAL CLINIC

School Dental Service

The School Dental Service provides oral health care universally to children from four years of age to those who have not yet completed year 10. The majority of treatment is carried out by the Dentist who also advises parents with respect to orthodontics or other dental specialities.

If you wish for your child to access this service please the contact the Dental Clinic directly on the numbers listed below to make an appointment.

Your child will then be seen for a check up. If any treatment is required you will be advised in writing and must give written consent in order for the treatment to be completed. Again, please return the consent to treatment note without delay.

If you find your child will be unable to attend a dental appointment, please advise the clinic well in advance so that they can reschedule the appointment. This helps to avoid wasting clinical time.

Parents wishing their children to have more frequent dental checks are encouraged to contact their local School Dental Service. In order to maintain efficiency, these extra checks are generally scheduled in school holidays or out of school hours.

For further information please contact your local service:

ROCKHAMPTON

Allenstown School Dental	4922 2673
Berserker School Dental	4926 2319
Frenchville School Dental	4926 2874
Park Avenue School Dental	4922 2729

EMERGENCY PROCEDURES

Emergency Contacts details should be updated whenever a change occurs.

Fire and Lockdown Drills occur each term in accordance with policy requirements.

FACILITIES, GROUNDS AND ENVIRONMENT

A safe and attractive physical environment is paramount to the school environment. This is being achieved by:

- Engaging students in garden projects and a litter free environment;
- Air-conditioned learning environments;
- Music and computer rooms;
- Library complex;
- Adventure play areas; and
- Networked classrooms.

FIRST AID

All students are covered by the ambulance. If a student is injured at school or feels ill, they notify their teacher and are sent to the sick bay. Here, they are assessed and parents are contacted if the student is ill or needs medical treatment. For serious issues, parents are contacted and an ambulance is called.

HEAD LICE

We are a “Health Promoting School”, which means we value the physical and emotional health of everyone in our school community. When we deal with a particular issue (such as head lice), we consider:

- The need for accurate information and support to decrease any myths or blame;
- The importance of feeling good about ourselves and others; and
- The need for everyone to work together.

Detecting and treating **head lice** are the responsibilities of families. Our school supports families in that role in a number of ways. In the event of your child contracting head lice, it is recommended that you use:

1. The conditioner and combing technique as a treatment alone, or;
2. The conditioner and combing technique in between the user of a chemical treatment.

It is essential to check for effectiveness after each application of a chemical product. Some head lice are resistant to some chemical treatments. This means that this treatment will not be effective in killing head lice.

HOMEWORK

Written and learning work is set as homework from Monday to Thursday. Suggested times per day:

Years 1 and 2	15 minutes approximately
Years 3 and 4	Up to 30 minutes
Years 5 and 6	Up to 45 minutes

HOUSE SYSTEM

The school has two houses. They are Archer (Blue) and Jardine (Red). These houses form a basis for the Inter-house competition for students.



INFECTIOUS DISEASES / MEDICAL EXCLUSIONS

Recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases:

Summary document information:

Condition	Exclusion of cases	Exclusion of contacts
Amoebiasis (Entamoeba histolytica)	Exclude until diarrhoea ceases.	Not excluded.
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded.
Chicken pox	Exclude for at least 5 days AND until all blisters have dried	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Cytomegalovirus Infection	Exclusion not necessary.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by an appropriate health authority.
Glandular fever (mononucleosis)	Exclusion is not necessary.	Not excluded.
Hand, Foot and Mouth disease	Until all blisters have dried.	Not excluded.
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Hookworm	Exclusion not necessary.	Not excluded.
Human immunodeficiency virus infection (HIV AIDS virus)	Exclusion is not necessary unless the child has a secondary infection.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclusion is not necessary.	Not excluded.
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded.
Measles	Exclude for at least four days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.

Meningitis (bacterial)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving rifampicin.
Molluscum contagiosum	Exclusion not necessary.	Not excluded.
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner).	Not excluded.
Parvovirus (erythema infectiousum fifth disease)	Exclusion not necessary.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (lice), trachoma	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea ceases.	Not excluded.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.	Not excluded.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by an appropriate health authority.	Not excluded unless considered necessary by public health authorities.
Whooping cough	Exclude the child for five days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 10-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).
Worms (intestinal)	Exclude if diarrhoea present.	Not excluded.

Note: The NHMRC recommends that children who are physically unwell should be excluded from attending school, pre-school and child care centres.

JEWELLERY

Jewellery is **not** to be worn or brought to school. For pierced ears, studs only may be worn. Circular sleepers should not be worn as they have proven to be dangerous (torn ear lobes). All jewellery must be removed before any form of sport.

LOST PROPERTY

It would assist the school if all items of clothing were **clearly marked with child's name**. Articles of lost clothing are collected and kept in "A" Block – Lost Property for at least one month. Parents may inspect the boxes at any time to recover lost items. Any items unclaimed are donated to a worthy charity after inspection of nametags/identification marks.

MEDIA – STATE SCHOOL CONSENT FORM

Photographs of students are often taken by school staff (on school excursions and at special events) and may be published in school newsletters, on the school's web page on the internet and in local newspapers. Parents NOT wishing for their child's photograph to be published are requested to advise the school principal and child's teacher in writing. A State School Consent Form (media release) is also signed on enrolment and included in the Enrolment Package.

MEDICATION DURING SCHOOL HOURS

Medication, prescribed by a doctor or dentist may be administered to students by school staff.

It is necessary to complete the medication form available from the office or forward a letter indicating the child's name, the type of medication and dosage. The medication must be sent to the school office in its prescription container and administered according to the doctor's instructions. **(Panadol and cough mixtures will not be administered).**

Education Queensland regulations prohibit students from carrying their own medication to school. We require that parents deliver medication to the administration.

A person authorised by the principal may administer medication, provided it is given strictly in accordance with instructions written on the medication container by the pharmacist. Pharmacists will provide additional containers upon request.

A school register is kept of all medication issued. Non-prescribed medications should not be brought to school and will not be administered by school staff.

MOBILE PHONE POLICY

Mobile phones are a part of everyday life in the 21st century however they can be disruptive in a school environment. Parents can seek advice from their child's school about appropriate mobile phone use during school hours.

There are times when it is genuinely appropriate for students to have access to a mobile phone for emergencies or change of arrangements with parents. The mobile phone use should be restricted so as not to detract from the school educational program.

1. Mobile phones **must be turned off** during school hours;
2. Students are required to hand their mobile phone into the school office for safekeeping;
3. It is important to display courtesy, consideration and respect for others when using a mobile phone;
4. In-phone cameras **are not** to be used anywhere a normal camera would be considered inappropriate, such as change rooms or toilets; and
5. Mobile phones are used at their owner's risk. No liability will be accepted by the school in the event of loss, theft or damage of any device (unless it can be established that the loss, theft or damage was from the department's negligence).

This policy also applies to students during school excursions, camps and extra-curricular activities.



MONEY COLLECTIONS

Maintaining the security of your child's money in the school environment is difficult. The following procedures are in place to help provide the best possible security:

- All money for school must be sealed in an envelope marked with your child's name, grade and name of the excursion.
- This envelope must be handed to the school office upon arrival. The money is then receipted and banked. Your child will receive a receipt on the following day, via the classroom teacher.
- Students are advised to keep money for other purposes in a small wallet or money purse on their person or hand in to the office for safekeeping. Students are strongly advised not to leave money in their school bags or tidy trays.

NEWSLETTER

The Port Curtis Road State School newsletter is distributed via email and loaded onto the web page portcurtss@eq.edu.au every second Tuesday. We regard the newsletter as an important means of communication with you, and encourage students and parents to read it. If you wish to receive a paper copy please advise the office.

By approaching the Principal, items of a community nature (and not for private gain) are usually given approval for inclusion. Please have these items ready at the school office before 9.00am on Tuesday morning. We regret that we are not always able to include these items as school business takes first priority in our newsletter.

PARENTS AND CITIZENS COMMITTEE

The P&C Committee meets at 8.30am on the second Tuesday of each month. The Annual General Meeting of the P&C is conducted in February each year. The Port Curtis Road State School P&C Committee plays a very important role in your school community. Services provided include tuckshop, breakfast cub and clothing pool, as well as other fundraising projects to support our students.

PARENT INVOLVEMENT

Parent involvement is welcomed and encouraged. You can be involved in:

- Classroom and school activities; and
- P&C activities (meetings on the second Tuesday of each month and are promoted in the newsletter).

PRIVACY STATEMENT

Enrolment Form Details

The Department of Education and the Arts is collecting the student and family information on the enrolment form for the purpose of school enrolment and student management. Personal information collected by the Department is protected by the Queensland Government's Information Standard 42 – *Information Privacy*.

However, in accordance with Information Sharing Protocols and Memoranda of Understanding, some of this information may be passed on to government agencies. Some of these State government agencies include Queensland Health, Queensland Transport, Queensland Police Service and Department of Child Safety. The Commonwealth Government, through Centrelink, may require information for matching purposes in relation to the payment of study assistance benefits to some students.

Personal information on the enrolment form can be disclosed to third parties without the individual's consent where authorised or required by law.

Attendance/Achievement/Behaviour

While students are enrolled in and attend State schools, school staff will collect personal information about their academic performance, attendance and behaviour for the purpose of monitoring their educational progress and providing educational programs to suit the needs of the student.

Year 11 and 12 student details and academic profiles will be passed on to the Queensland Studies Authority for the purpose of processing Senior Certificates and Tertiary Entrance Statements. Year 3, 5 and 7 student names are passed on to the Queensland Studies Authority for the purpose of issuing individual reports in relation to the assessment of numeracy and literacy skills of students.

This personal information can be disclosed to other third parties without the individual's consent where authorized or required by law.

Wellbeing, Protection and Safety

During a student's attendance, the Department of Education and the Arts may also collect personal information that relates to the wellbeing, protection and safety of the student. This personal information may be passed on to agencies with Education Queensland's Student Protection Policy and other policies relating to student behaviour. This personal information can be disclosed to other third parties without the individual's consent where authorized or required by law.

Children and Young People in the Care of the State – Data Matching

The Department of Education and the Department of Families conduct a data-matching program to improve school achievement outcomes for the children and young people in care. The data-matching program involves a comparison, through a unique identifier, of certain personal information of children and young people in care and those children of similar age in the general school population, including those who have specific needs. This personal information may include:

- Achievement levels;
- Retention rates;
- Age;
- School year levels;
- School disciplinary absences; and
- Student movement between schools.

You may obtain further information about the Queensland Government's privacy regime contained in Information Standard 42 – Information Privacy at <http://www.iae.qld.gov.au/informationstandards>. If you have any questions about privacy or access to information, you may contact Education Queensland's Privacy Contact Officer on 3237 0546.

REPORTING

School-home liaison is facilitated through:

- Parent-Teacher sessions held to inform you of curriculum, school and class expectations;
- End-of-semester written reports; and
- Regular Parent-Teacher interviews.



SCHOOL CURRICULUM PROGRAMS

The development of the national curriculum is based on the assumptions that all students are learners and every child matters. It also takes into account the changing nature of young people as learners and the challenges and demands that will in future years, continue to shape their learning. On 8 December 2010, Australian education ministers endorsed the content for Prep Year to Year 10 English, Mathematics, Science and History.

In 2011, Queensland teachers have the opportunity to become familiar with the new P-10 English, Mathematics and Science curriculum by auditing and reviewing current programs and engaging with targeted professional development.

In 2012, Queensland schools will plan, teach, assess and report English, Mathematics and Science across the year levels using the Australian Curriculum. Teachers will also have the opportunity to become familiar with the new P-10 History curriculum. Focus on the Queensland curriculum will be maintained for all other learning areas.

In 2013, Queensland schools will plan, teach, assess and report History across the year levels using the Australian Curriculum. Focus on the Queensland curriculum will be maintained for the remaining learning areas.

The development of the curriculum will be completed in phases:

- Phase 1 - English, mathematics, science and history
- Phase 2 - geography, the arts and languages
- Phase 3 - business/economics, civics and citizenship, health and physical education, design and technology (timelines for development yet to be finalised).

The curriculum in each learning area, for each year level will include content descriptions.

The content descriptions embed:

- Eight general capabilities – Literacy, Numeracy, Information and Communication Technology (ICT), Critical and creative thinking, Ethical behaviour, Personal and social competence and Intercultural understanding.
- Three cross-curriculum priorities – Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability
- Achievement standards.

The Australian Curriculum will not take up 100% of the curriculum. There will be time for other learning activities such as religious education, pastoral care and sport, locally developed courses and vocational education and training.

SCHOOL LEADERS, SPORTING HOUSE CAPTAINS AND STUDENT COUNCIL

The School Leaders, Sporting House Captains and Student Councillors provide role models for all students at our school and represent our school at various functions. At the beginning of each year students will participate in an election process where the Principal, Student and Parents sign a Student Leadership Contract.

SCHOOL SECURITY – SIGN IN POLICY

All persons entering the school are required to report the Office and sign the Visitors' Book on arrival. On completion of the visit, the Visitors' book must be signed off and time of departure noted.

SCHOOL UNIFORM / DRESS CODE

The school community expects all children of Port Curtis Road State School to wear the approved uniform. We are a Sunsmart School. As such, we enforce:

“No broad brimmed hat or legionnaire’s hat – no outside play”.

New uniforms are available from the Office. A clothing pool is also available. Our school dress code is as follows:

GIRLS

- Black pleated skirts, skorts or shorts;
- PCRSS polo shirt;
- ‘Porty’ Hat and

BOYS

- Black shorts;
- PCRSS polo shirt;
- ‘Porty’ Hat and

White socks and black shoes to complete the uniform.

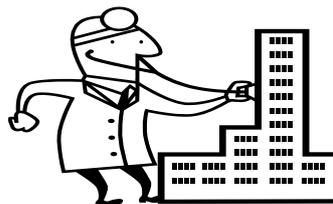
Please note: Thongs and open/loose sandals are not encouraged. Children are not allowed to play outside if these are worn (due to Workplace Health and Safety requirements).

SICKNESS AT SCHOOL

Occasionally, children become ill while at school. If this happens, we contact you by telephone and arrange for your child to go home. If you are not available, we will contact the emergency number given to us or contact you at work. Failing that, we will do our best to make your child as comfortable as we can. However, the school is not the best place for an ill child and we do ask you to ensure you have adequate arrangements in the event of illness or accident. On collection of your child, please sign the sickness register at the Office.

In the case of a seriously ill or injured child, we will arrange for the ambulance to attend to your child and be guided by their advice should we be unable to contact you.

When a child is ill or injured, they need the comfort of parents or family friends and we do ask all parents to keep us up to date with changes in telephone numbers, addresses and information relating to emergency contacts.



SUPERVISION DUTIES

- Teachers supervise children in the grounds at first and second recess.
- NO teacher is on duty to supervise the playground before 08.30am (as preparation is being carried out for the day's teaching).
- Under no circumstances should children arrive prior to 08.20am.
- Children arriving at school prior to 08.30am are to wait quietly in the undercover area and be seated until dismissed by teacher on duty at 08.30am.
- Students arriving after 09.15am should report to the Office and sign in late.

TUCKSHOP AND BREAKFAST CLUB

The Tuckshop is operated by the P&C Committee and is open each Friday. The tuckshop menu and price list are updated regularly. Our tuckshop has implemented the latest Healthy Schools' guidelines.

Order forms are attached to the weekly newsletter and extras are available at the office. Orders are to be pre-ordered by placing the child's name and class on a brown paper packet and placed in the Food Day box in the office. The packet is to be folded in a way that the money does not fall out.

Breakfast is available every morning from 8:30 to 8:50am with a selection of cereals, toast, juice and milo.

The Tuckshop and Breakfast Club operate and is reliant upon volunteers rostered each week. Please consider offering your services by contacting the Office.



PORT CURTIS ROAD STATE SCHOOL **HOMework POLICY**

Rationale

It is a legislative requirement that all Queensland schools have a homework policy, developed in consultation with the School Community.

General Principles

At Port Curtis Road State School we recognise that homework provides students with opportunities to:

- consolidate their classroom learning,
- pattern behaviour for lifelong learning beyond the classroom and
- involve family members in student learning.

We value homework that:

- enhances and consolidates student learning
- is purposeful and relevant to student needs
- is appropriate to the phase of learning (early or middle)
- 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
- consolidates basic literacy and numeracy skills
- allows for student commitment to recreational, employment, family and cultural activities
- communicates to parents/carers current classroom activities

Guidelines

Our school community recognises that the homework requirements for students will vary according to year level, school and community commitments, a child's individual learning needs and the classroom focus at any given time. Set homework is intended to engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

The following is the guide our classroom teachers refer to in determining the amount of set homework that they might expect students 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.

APPENDIX 1

Early Phase of Learning (Prep to Year 3)

- Written homework will generally not be set on weekends.
- In Prep and Years 1, 2 and 3 set homework could be up to but generally not more than 1 hour per week. 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 eg. preparation for oral presentations, opportunities to write for meaningful purposes
 - collections of items to enhance student outcomes eg. craft materials, reference materials, pictures or props etc.
 - learning number facts, spelling, word recognition to achieve a mastery level

Middle Phase (Year 4 to Year 6)

- Homework in Year 4 and Year 5 could be up to but generally not more than 2-3 hours per week.
- Homework in Year 6 could be up to but generally not more than 3-4 hours per week.
- Written homework will generally not be set on weekends.
- Some homework can be completed daily or over a weekly or fortnightly period and may include:
 - daily independent reading
 - extension of class work, projects and research
 - learning number facts and spelling to a mastery level

Roles and Responsibilities

Teachers:

Teachers can help students establish a routine of regular, independent study by:

- ensuring their school's homework policy is implemented
- setting homework on a regular basis
- clearly communicating the purpose, benefits and expectations of all homework.
- checking homework regularly and providing timely and useful feedback.
- using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs.
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework
- giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.
- Modelling smart, safe responsible use of digital technology.

APPENDIX 1

Students:

Students can take responsibility for their own learning by:

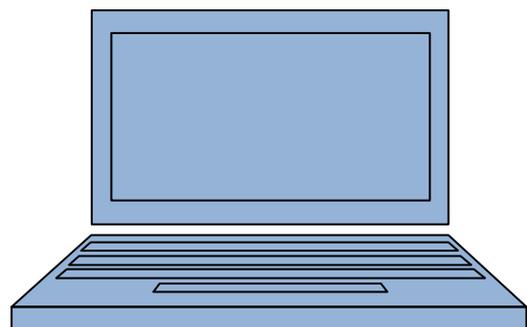
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports and recreational and cultural activities.
- follow smart, safe responsible use of digital technology

Should a student consistently fail to complete their homework they will not be able to progress to the next behaviour level.

Parents and Caregivers:

Parents and caregivers can help their children by:

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



Charter



Charter of School Expectations

1. Teachers **believe** that all students can achieve high academic results
2. Teachers believe that **all** students matter, everyday
3. Teachers share collective accountability for all student outcomes – **we all own the data**
4. Curriculum delivery is underpinned by **explicit instruction pedagogy; “Gradual Release of Responsibility” model**
5. We have a school **culture of high expectations**
 - A clear teacher and student commitment to high academic performance
 - High standards of student behaviour including student movement
 - Emphasis on student values and a high level of respect
 - High attendance >92% and punctuality expectations
 - High student engagement
 - Feedback for learning is valued and practiced at all levels
 - Teachers constantly employ CFU strategies
 - Emphasis on uniform code
 - School leaders actively coach and support teachers in their skill development

The Four Pillars of our School

1. Teacher accountable learning
2. Explicit Instruction pedagogy; Gradual Release of Responsibility model
3. Moving student knowledge from short term to long term memory
4. Effective relationships between teachers and students

Charter of Teacher Expectations

School Wide Pedagogy

- Ⓢ Build strong, respectful relationships with every student
- Ⓢ Be accountable for the learning of every student
- Ⓢ Use data effectively to inform teaching and monitor student learning
- Ⓢ Plan and teach each lesson using explicit instruction pedagogy of ‘I do, we do, you do’
- Ⓢ Move knowledge from short term to long term memory
- Ⓢ Use differentiation strategies to eliminate the tail and cater for high achievers

Learning Environment

- Ⓢ Have high expectations of every child
- Ⓢ Focus on high standards of presentation and handwriting
- Ⓢ Regularly corrects student work and gives timely, clear feedback to each student
- Ⓢ Ensure high standard of classroom display that is relevant, educationally engaging and contain high quality student work, exemplars and skill information
- Ⓢ Ensure a positive classroom tone

Student Engagement

- Ⓢ Provide students with work at their ability level
- Ⓢ Support all students to have friends at school
- Ⓢ Engage each student in their progress towards their annual learning goals
- Ⓢ Value students’ cultural identity
- Ⓢ Ensure all students feel respected and valued
- Ⓢ Regularly correct students’ books

Addendum

APPENDIX 2

MAJOR RECOMMENDATIONS

- Implement I DO, WE DO, YOU DO pedagogy every lesson, every day for literacy and numeracy
- Focus on Ways of Working
- Maximise time on task – no TWAs (Time Wasting Activities)
- Supporting teacher performance through coaching model
- Strong focus in the Early Phase P-2 on DAILY phonemic awareness, phonics, vocab, fluency and comprehension (grade 3s if needed)
- Whole-school focus on explicit teaching of reading and comprehension and writing
- Professional Development to focus on teacher ownership of student learning and achievement
- School meetings predominantly curriculum focused
- Use data on a term by term basis to monitor student achievement
- Teachers and Principal to monitor student progress, classroom, tone, display, bookwork
- All students to effectively learn tables, number facts and sight words as automatic response (rote)
- Provide positive reinforcement through assemblies, awards, reward days/events
- Challenge our more capable students
- Emphasis on handwriting (neatness and automaticity) and presentation – adhere to schools' Bookwork & Presentation Guidelines



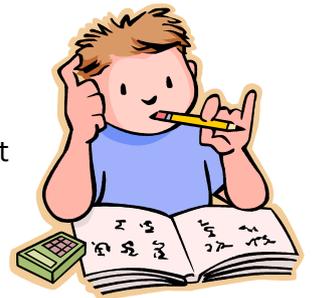
OVERALL

- Ensure all work is corrected or acknowledged/initialled
- Implement weekly review and revisit (consider a Friday Book) to reinforce and assess students' understanding of work covered during the week
- Enhance and explicitly teach Responsible Behaviour Plan
- Emphasis on lining up and orderly movement around the school
- Zero tolerance for running on paths/cement & other unsafe behaviour
- Individual Learning Plans to be developed for identified children, in collaboration with STLaN
- Further develop effective strategies for enhancing our student's abilities to perform well in test situations (see NAPLAN Action Plan)
- Continue weekly whole-school assemblies
- Monitor student punctuality to class (teachers have legal responsibility to be on time)
- Monitor wearing of student uniform
- STLaN support for identified students
- Weekly timetable meets C2C expectations
- Emphasis on persuasive texts

APPENDIX 2

ENGLISH

- Significant focus on phonemic awareness and phonics instruction in P-2/3
 - * Thrass P - 7
 - * Code Breakers in P-3, min. 10 mins day
 - Set minimum benchmarks for each year level
 - Develop Port Curtis Road SS Reading; Literacy; and Writing Improvement Plan
 - Emphasis on proofreading – clear, consistent process and symbols
 - Continue to purchase of student reading material.
 - Timetable literacy blocks supported by Teacher Aides a min. of 3 X per week
-
- All students to write every day



MATHEMATICS

- Ensure all students learn their number facts, times tables and mental computations to point of automaticity and check through regular revision/testing
- Set minimum benchmarks in Numeracy



PORT CURTIS ROAD STATE SCHOOL BOOKWORK POLICY

At PCRSS we have high expectations of bookwork of all of our students, from Prep to Year 6. All students are expected to adhere to our Bookwork and Presentation Guidelines, which are:

All Books

- Keep it neat at all times, with no scribbling or graffiti.
- Use every page consecutively and glue trimmed worksheets to fit neatly along the margin.
- Write in pencil. Write headings and rule margins in red.
- Use a regular ruler.
- Rub out or rule a single line through mistakes.
- Rule off completed work.
- Have a date and heading in the margin of each page.

English/Writing Books

- Rule a margin the width of a regular ruler and date.
- Rule off after daily activity.
- Pen Licence introduced for eligible students, bookwork must be of a high standard in Semester 2 (Year 6 only) Queensland Cursive Script.

Maths Books

- Ruled vertical mid-line creating 2 columns (front of the book – unless unsuitable for activity).
- Number facts – 4 ruled columns (back of the book).
- Rule off after each sum or day.
- The date is written in numerical numbers.
- Only pencil is used (including Year 6 – no pen is used in maths book).

To achieve this, all teachers explicitly teach to the bookwork and presentation expectations. The classroom teacher provides feedback on bookwork, and the Principal regularly checks students' bookwork to ensure consistency across the school.

From this: Prep Bookwork



To this: Year 6 Bookwork



Port Curtis Road State School's commitment to learning and wellbeing

LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Port Curtis Road does this by:

- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings and weekly school parades
- tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) and to be inclusive of student needs
- demonstrating a commitment to providing a school where students can experience success and achievement every day
- providing students with a warm, caring, safe, supportive environment where they can grow in confidence and resilience
- utilising local support personnel and networks e.g. Guidance Officer, Speech Language Officer, paediatrician to help with student learning needs identification
- ongoing review and development of the school's Responsible Behaviour Plan with support of Staff, Students and P&C. RBP clearly outlines expectations of-Be Safe, Be Respectful, Be Responsible and Be a Learner
- having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs
- encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e. (raising money for charities via student council.)
- maintaining and continuing the high Staff morale and wellbeing
- providing a smart, safe and responsible use of digital technologies (internet, emails, games and resources)
- Providing opportunities for supervised structured games and lunch activities to build resilience.
- Provide opportunities for camp every 2 years for Senior students; incursions/excursions

CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Pedagogy that enhances wellbeing builds positive relationships.

Port Curtis Road State School does this by:

- developing and implementing a whole school curriculum that embeds higher order thinking, social and cultural differences and differentiation that cater for the range of student learning styles and interests
- providing whole school curriculum programs across all key learning areas. The implementation of these programs is tracked in a central location [G drive] to allow teachers to share planning.
- embedding anti-bullying and cybersafety programs and practices
- ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form an important part of teachers' planning and are collated in a central location [G drive]
- allowing students to track their own progress with attendance and behaviour in their Data Booklets. This allows students to set personal goals.
- Celebrating achievements, attendance & positive behaviour choices – verbal recognition, weekly celebration assembly – Gotcha Award – Dojo's, bookwork & Principal Award, Caught doing your Best Award. End of term attendance awards.
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
- providing a balanced range of professional development opportunities within the school
- ICP's, ESP's, Behaviour Plans – targeted toward student cognitive, social & emotional development.
- Accessing Carer's Qld – social skilling program
- Mentoring Program for Beginning Teachers
- Creating opportunities for students in extension & support programs – enrichment days with high school; Read 2 Write 2 Spell Program.

POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

Port Curtis Road State School does this by:

- clearly stating the school's approaches to learning, cybersafety and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value Care, Respect, Responsibility, Inclusiveness, Excellence, Integrity and Learning for all Students
- publishing the school policies and procedures relevant to student wellbeing, cybersafety and learning on the school website, in enrolment packs and regular updates in the newsletters
- provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters and face-face conversations)
- providing information to staff, parents and students about the school's Responsible Behaviour Plan & Explicit Improvement Agenda. Setting and maintaining high expectations for Students in conduct, respectful attitudes and performance
- using staff meetings to review and evaluate school operational matters relevant to student wellbeing and safety
- ensuring the budget support for professional development programs (aligned to the school's Professional learning Plan) to support policies being enacted by the school.
- Address student referrals, maximise specialist expertise and wellbeing and decide on appropriate programs.
- promoting our school vision of a safe, caring and supportive environment where all stakeholders work collaboratively towards the shared belief of equality of opportunity and where all students experience success, develop confidence and achieve the highest possible learning and social outcomes.

(outlined in our ISIP)

PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

Port Curtis Road State School does this by:

- supporting positive working relationships between students and all staff to ensure students know that they are appreciated, respected and safe.
- providing ample opportunity for parents to discuss student progress frequently during the year (i.e. parent/teacher interviews, P&C meetings and informal conversations)
- ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students
- maintaining our school as a happy, safe place that ensures students have a sense of belonging to the school
- being highly involved in programs, e-Smart Framework, Professional Development and networks organised
- developing partnerships with other organisations including Kids Matter, Life Education, Red Cross, Centacare, Carers Qld, Umbrella network, Bravehearts, RSL, Hastings, and local community members.
- supporting partnerships with schools in our Cluster to share and utilise staffing and resources (e.g. NAIDOC & District Sports Association)
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school
- continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing our experiences
- Active partnerships with Student council and P & C for school events
- Communication via newsletter each fortnight.
- Establish links with early childhood services & high schools to assist with transition.

