

## Welcome to Maryborough Central State School

Dear Parents and Caregivers

On behalf of students, parents and staff I welcome you and your family to the Maryborough Central State School community.

Maryborough Central State School has been a facility for education since 1862. Students attending the school come from families whose children have attended the school for several generations as well as families that are new to Maryborough and Central.

Central cares about each child's learning and each child's well-being. Our experienced staff provides quality learning opportunities for children to meet their educational needs. Teachers plan collaboratively in year levels ensuring consistency in curriculum delivery.

We have a strong music program at Central offering opportunities for children to sing in the choir and to perform as an instrumental musician in the strings orchestra and / or the stage band. Our students perform in the community and in Fanfare biannually. We hold a Research Competition each year culminating in a Research / Music Showcase Evening in Term 4.

Year 7 students play a key leadership role in the school as School Captains, Vice Captains, Student Council members and House Captains. Other students are actively involved in the Media Group producing articles for the school Newsletter and community newspapers; and the Central Production Crew, operating the audio-visual equipment for events in the Hall.

We aim to provide a safe, supportive school environment for children, staff and parents. Through our Code of School Behaviour we value: safety, effort, respect and self responsibility. Students in the upper school assist students in the lower school during play breaks, in their role as playground buddies.

I believe that it is important for parents and caregivers to play an active role in their child's education. Therefore, I strongly encourage you to make contact with your child's teacher so that you can become familiar with your child's learning program. Appointments can be made with class teachers before or after school each day or through the school office.

I am always willing to meet with parents. I see working together with parents and caregivers as one of our most important roles. Should you have concerns, wish to discuss matters or want to share a great idea please contact me through the school office.

I invite you to become involved in school activities. During the course of a school year we have many events in which you can be actively involved. Parent volunteers help in the tuckshop, in classrooms, in the Library, with our Home Reading Scheme, with Book Fairs and at other special events. We also have a very active P & C Association that you may wish to join. Parents who become involved enhance the life of the school and help build strong home / school / community partnerships.

I look forward to working with you to ensure that your child develops high standards of knowledge, skills, understanding and attitudes in all aspects of their education at Maryborough Central State School.

**Mrs Lee Lilburne**  
**Principal**

## A Message from the Parents & Citizens Association President

I would like to take this opportunity to welcome all parents and students to our school and especially those new to the school.

Here at Central, we welcome parent and caregiver involvement in many areas of the school. Any help that you can offer is always appreciated, whether it is in the tuckshop or in the classroom. The school environment is enriched by the valuable work of parent volunteers.

I invite you to attend our P & C Association meetings. These are held on the second Tuesday of the month in the Hall at 3:30pm. The P & C meetings are a really effective way to express your views and become an active member of the school community.

One of the main functions of the P & C Association is to fund raise to support the educational resource needs of our children at school. Central's P & C does a fantastic job each year in supporting the school and there are many opportunities for parents and caregivers to help raise money throughout the year. If you are interested in helping please contact me or come along to our next meeting. Any ideas or help is always warmly appreciated.

The P & C manages the day to day operations of the school Tuckshop. This is another area where we are always seeking support. There is always a need for Tuckshop helpers. Helping for as little as one day a month is useful so if you can help please contact the Tuckshop convenor.

The school motto is "STRUO", which means "We Build" - the P & C Association at Central has adopted and adapted this motto so that we continuously strive to build a better group and a better school for our children through fundraising and supporting the school:

- Skills -** Craft making, cooking (baking or BBQ), selling, gaining sponsors.
- Time -** Whatever time you can spare to help before, during or after events and also in the tuckshop or the classroom.
- Resources -** No time? Then maybe you could donate craft materials or make a monetary donation to the P&C for supplies.
- Unity -** Every member of the school community is encouraged to work together: parents, students and staff working together.
- Outcomes -** We all want the very best for our children - working together achieves the best outcome.

I look forward to seeing you at our meetings and or other school functions during the year.

**Mrs Sharon Ryan**  
**President**

Address: 471 Kent Street Maryborough Q 4650  
Email: [the.principal@maryboroughcentralss.eq.edu.au](mailto:the.principal@maryboroughcentralss.eq.edu.au)

Campus	Contact	Phone no.	Fax no.
Primary	Mrs Lee Lilburne Principal Mrs Jo Daly A/HOSES Mrs Toni Pittard HOC	07 4121 8777	07 4121 8700
School Dental Clinic		07 4123 4441	
After School Care	Ms Jodie Puller	07 4122 3714	

## **CALENDAR 2012**

### **TERM DATES**

<b>Term 1</b>	<i>Commences on Monday 23 Jan</i>	<i>Finishes on Friday 30 March</i>
<b>Term 2</b>	<i>Commences on Wednesday 16 April</i>	<i>Finishes on Friday 22 June</i>
<b>Term 3</b>	<i>Commences on Tuesday 9 July</i>	<i>Finishes on Friday 21 September</i>
<b>Term 4</b>	<i>Commences on Monday 8 October</i>	<i>Finishes on Friday 14 December</i>

### **STATUTORY HOLIDAYS**

*Australia Day Thursday 26 January*  
*Good Friday 6 April*  
*Easter Monday 9 April*  
*ANZAC Day Wednesday 25 April*  
*Labour Day Monday 7 May*  
*Maryborough Show Friday 25 May*  
*Queen's Birthday Monday 11 June*

### **STUDENT FREE DAYS**

*School office is open on these days 8:30am – 4:00pm*  
*Thursday 19 & Friday 20 January*  
*Monday 22 October*  
*Ministerial Pupil Free Day TBC*

## VALUES AND BELIEFS

*The following statements were formulated within the school community by consensus and reflect the values and beliefs that underpin all operations at Maryborough Central State School:*

- ❖ The focus of our school is student learning.
- ❖ We value safety, respect, effort and self-responsibility.
- ❖ We believe that all students can learn and that achievements should be celebrated.
- ❖ We believe that curriculum and pedagogy should cater for individual needs and learning styles in order to promote optimal social-emotional, academic and physical development.
- ❖ We believe that students should participate in a range of experiences that foster life-long learning, and develop the skills and attitudes to be responsible, active members of society.
- ❖ We believe that students learn best in an environment that is friendly, stable, clean, safe, healthy and stimulating.
- ❖ We believe that all students should have access to physical and human resources and services that foster individual growth and development.
- ❖ We believe that genuine two way partnerships, characterised by honesty and trust, between students, staff and members of the school and wider community, are essential.
- ❖ We believe that staff should continually update and enhance their professional expertise.



*STRUO – We Build*

## GENERAL INFORMATION (in alphabetical order)

### ABSENCES

When children are absent from school, parents are required to either contact the school by telephone or send a note, signed and dated with the reason for absence.

After 3 consecutive days absence without an explanation the school will contact parents by telephone asking them to explain their child's absence. After such an absence, a student is expected to give a note of explanation to their teacher (that includes a date) which clearly explains the reason for the absence.

### ADMISSION TO SCHOOL

Prep is available to students who turn five (5) years by the last day of June of the year they are enrolled. Proof of age is required. Prep is not compulsory schooling, however, students enrolled in Prep are expected to attend 5 days a week unless they have an explained absence.

Regulations provide that a Year One child must attain the age of five (5) years on or before the last day in December in the year prior to enrolment. Year One children may be enrolled at the commencement of the school year, but it is recommended that enrolment be completed in November of the preceding year.

### AFTER SCHOOL CARE

After school care programs are provided every school day from 7:00am to 8:30am and from 3:00pm to 6:00pm. The After School Care building is situated in Sussex Street. Vacation Care is provided from 7:30am until 6:00pm. Telephone: 4122 3714.

### ARTS COUNCIL

Queensland Arts Council visits on a regular basis, usually once in Terms 1, 2, 3. Permission notes are sent home several weeks prior to each performance. Permission for attendance is at the discretion of parents. The entry fee (currently \$6.00 per child; \$15 per family of 3 or more) must be paid to the school office prior to the performance.

### BELL TIMES

First Bell	8:50am
School starts	9:00am
Fruit & Veg Break	9:45am
Morning Tea	11:00am – 11:30am
Big Lunch	1:00pm – 1:45pm
School finishes	3:00pm



### BICYCLES

Bike racks are provided inside the grounds. Children are to place bikes in the racks.

Cyclists are not permitted to ride bikes within the school perimeter fence.

The racks are out of bounds to all children unless depositing or withdrawing bikes.

Parents are urged to consider -

- Helmets are compulsory by the Traffic Act. Fines apply.
- The dangers of allowing small children to ride bikes to school.
- The purchase of a lock and chain to secure your child's bike at school.
- A safe route using Bike Ways, Traffic Lights, and Crossing Supervisors, to make turns and cross roads.

### BOOKLISTS

A booklist for each class is issued annually. Whilst the list is kept to a minimum, it is expected that each child will obtain items on the list. Pads, pencils etc should be renewed when necessary.

## **BOOK FAIRS**

Families have the opportunity to purchase books suitable for the wide range of student readers at regular Book Fairs.

## **BOOK CLUB**

There are 8 issues of Book Club a year. If you wish to order any of the books on offer just fill out the Order Form on the back of the booklet, making sure your child's name and class information are completed. Enclose the order form with the correct money in an envelope and return to the school office by the due date. Cheques should be made out to Maryborough Central State School.

## **CAMPS AND EXCURSIONS**

Educational excursions are undertaken from Prep to Year 7 and relate directly to current curriculum.

## **CHANGES TO FAMILY INFORMATION**

Our Enrolment Form records each child's:

1. Date of birth
2. Religious denomination
3. Names of parents or carers
4. Address and telephone number of parents and adults sanctioned by parents to sign child out in emergency
5. Particulars on health and doctor's name
6. Family circumstances



Parents are strongly advised to notify the school of any changes to this information, particularly addresses and telephone numbers, so that accurate details are available for use during emergencies. The school needs to be able to contact you during the day.

## **COLLECTION OF MONIES**

The correct money forwarded to school should be enclosed in a sealed envelope, showing child's name, class and purpose; e.g. John Brown, Year 2A, Excursion Money, and placed in the slots situated in the office. Collection of money has a deadline. This is published in the newsletter and individual letters home about events / activities.

## **COMPULSORY ATTENDANCE**

The Education Act requires children to attend school on each school day. Exceptions to this rule include - illness, unavoidable causes, other reasons acceptable to the Minister. Students are expected to be punctual. All students should be at school by 8:45am.

## **DENTAL CLINIC**

A Dental Clinic exists in the school grounds. The clinic is not permanently manned and the school is not directly involved in the running of the Dental Clinic. Dental concerns and appointments should be dealt with by phoning the clinic. Telephone: 07 4123 4441.

## **DEPARTURE FROM SCHOOL**

At the end of the school day all children should have left the school grounds by 3.15 pm unless

- they are waiting for transportation
- they have out-of-school activities to attend
- they have school permission to remain.

Children waiting for transport or for the arrival of their parents must wait inside the perimeter fence. Children waiting to catch buses must wait inside the school grounds in the designated area. Children still at school after 3:15pm must wait at the office.

## **Leaving grounds prior to commencement of school**

Once a child arrives at school, the child is not to leave the grounds. Children must be signed out by an authorized adult at the office if they leave during school hours.

### **Leaving grounds for exceptional circumstances**

The Principal may allow a child to leave the grounds, in exceptional circumstances. Children must seek permission from the Principal if they need to leave the school grounds.

### **EARLY ENTRY TO SCHOOL GROUNDS**

Parents are reminded that only limited supervision is provided from 8.30 am – 8.50 am bell. Children who arrive before this time, must be seated in the undercover area until they are given permission to leave.

### **EVACUATION AND TAKE COVER**

Regular practices are undertaken each term to keep the whole school community aware of safe practices in case of emergencies. In case of fire, all staff and students assemble on the school oval adjacent to Sussex Street. A *Take Cover Plan* is used in response to those situations where it is potentially dangerous to be in an exposed area e.g. cyclone, hail, severe storm or hostage / siege situations. During Take Cover all staff and students stay indoors taking cover.

Visitors to the school, including parents, are expected to follow school policy on Evacuation and Take Cover.

### **FAMILY LAW COURT ORDERS**

Some families are bound by Family Law Court Orders. Documentary evidence of these must be provided to the school where they exist. Clear legal guidelines are required in these documents.

### **HEAD LICE**

Parents will be advised if head lice are an issue in their child's class by letter. Parents are expected to inspect their child's hair regularly and commence treatment when necessary. If a child has an itchy head and it may be because of head lice, then the school will contact parents to let them know and ask that they look at their child's hair and scalp and commence treatment if lice are present.

### **HOMEWORK**

Please refer to Appendix 3 for school policy.

### **H2O FRUIT AND VEGETABLE PROGRAM**

Students are encouraged to bring a piece of fruit or vegetable to school daily to eat, as managed by the class teacher, during the 1<sup>st</sup> session of the school day. Drinking water and eating fresh fruit and vegetables promote well-being and readiness to learn.

### **INJURIES AND ILLNESSES AT SCHOOL**

The school maintains a first aid kit, and treats minor bruising, scratches etc. When doubt exists concerning injuries, parents are contacted and an ambulance may be called.

When children report themselves ill and are unable to remain in the classroom, parents will be contacted to take them home.

### **MEDICATION AT SCHOOL**

Note: This notice refers to medication prescribed by a qualified medical practitioner.

The School does not hold stocks of patent medicines such as paracetamol, aspirin etc. and staff are not permitted to administer this type of medication to children.

The parents of a child who has to have medication at school must complete a form giving full details. This form should be completed at the office. Medication to be administered at the office must be in a packet or container with a prescription label for each child as prescribed by the doctor and administered by the pharmacist.

Medication is only administered at the office and children need to report to the office at the prescribed time. A register of each medication administered is kept at the office.

### INFECTIOUS DISEASES TABLE

Disease	Incubation Period	Isolation
CHICKEN POX	For at least 5 days	From school and from non-immune friends until crusts separate
COMMON COLD	1-2 days	In bed for 2 days
CONJUNCTIVITIS		Until discharge ceases
DIARRHOEA ( including Giardia)		Exclude until diarrhoea has ceased
DIPHTHERIA	Usually 2-5 days	16 days after onset, or until 2 negative cultures
GERMAN MEASLES	2-3 Weeks	From school and non-immune friends until rash fades (6-14 days)
IMPETIGO (School Sores)		Until sores have been treated. Must be covered
INFLUENZA	1-3 days	During acute stage
MEASLES	Exclude for at least 4 days from the first appearance of rash	5 days after appearance of rash
MENINGITIS	Usually a week	Two weeks after onset
MUMPS	Usually 18 days	Until glands recede
RINGWORM, SCABIES HEADLICE, TRACHOMA		Re-admit after being treated
WHOOPING COUGH	Exclude for 5 days after starting antibiotic treatment	For 3 weeks after spasmodic cough

#### LATE ARRIVAL AT SCHOOL

Children are expected to be in the school grounds at 8.45 a.m. so that instruction can commence at the designated time. For this reason, a bell is rung at 8.50 a.m. to summon children to prepare for lessons that commence at 9.00 am. Late arrivals should report to the office before going to class.

#### LIBRARY

Borrowing: Children may borrow books for personal loans.

Years Prep,1 and 2	1 book.
Years 3, 4 and 5	2 books (1 fiction, 1 non-fiction).
Years 6 and 7	3 books (maximum of 2 fiction).



Return: The period of the loan is 1 week.

Care: Parents are asked to ensure that books are cared for at home and returned by the due date. Parents are asked to provide a Library Bag to protect books while they are out of the library.

Losses: Losses are not normally expected; however, if a book is lost by a child, it should be either replaced or paid for by the parent.

## **MOBILE PHONES, PAGERS, PORTABLE CDs AND MP3 PLAYERS**

The use of mobile phones, pagers, portable CD and MP3 players, personal digital assistants and similar electronic devices in class is disruptive to the learning environment of all students and is strongly discouraged. Students wishing to use these devices in special circumstances need to negotiate through the Principal. All phones and players need to be left at the office. Refer to Appendix 4



## **NEWSLETTERS**

Newsletters are issued fortnightly on Wednesdays to the youngest in all families. On occasions, special newsletters are issued. Parents are asked to enjoy the newsletter with their child each fortnight.

## **PARADE**

Whole school parades are held every Thursday afternoon at 2.15pm in the Hall. Parade is organised and conducted by the school leaders in conjunction with the Principal. Students are acknowledged for positive learning and social behaviours that occur throughout the week and are rewarded with certificates of achievement. Families are encouraged to attend.

## **PARENTS AND CITIZENS ASSOCIATION**

Our P&C Association meets at the school in the Central Hall on the second Tuesday of the month at 3:30 p.m. All Parents / Caregivers and interested community members are able to apply to be members of the P&C Association on a yearly basis, and a cordial invitation is extended to you to attend.

## **PARENT / TEACHER PARTNERSHIPS**

Strong parent / teacher partnerships are an essential part of each child's education.

Parents are encouraged to:

- ♦ meet regularly with their child's class teacher to discuss their child's progress and curriculum;
- ♦ attend regular meetings of the P & C Association at which school policy is discussed and reports on school activities are given;
- ♦ attend school functions such as Sports Days, Central Fair, Socials, Discos;
- ♦ attend special information meetings arranged for parents by teachers; and
- ♦ participate in school committees set up for specific purposes such as Reviews / Strategic Planning and Environmental Scans

## **PARENT VISITS TO CLASSROOM**

Parents are most welcome to make appointments with class teachers at mutually convenient times. We encourage appointment times to be outside lesson time so that the teaching / learning process receives maximum available time.

## **REPORTING TO PARENTS**

Reports are sent to parents twice per year – at the end of First Semester in June / July and at the end of Second Semester in early December. Parent / Teacher interviews are conducted in relation to School Report Cards each Semester.



Parents of students are invited and strongly encouraged to visit the school regularly to discuss their child's progress with the class teacher and / or the Principal.

## **SAFETY**

To ensure all children are safe at school the following guidelines are provided:

- ♦ Students are not allowed in classrooms unsupervised.
- ♦ Students are not released from class before the official school bell.
- ♦ During sport or physical education, a teacher is on duty to see that children participate safely.
- ♦ Students are not allowed to use electrical equipment without supervision.
- ♦ Equipment and resources must be returned to safe storage areas after use.

## **SAFE, SUPPORTIVE, DISCIPLINED SCHOOL ENVIRONMENT**

The school's Responsible Behaviour Plan for Students is available on request. An abridged version is located at the back of this handbook - please see Appendix 1. In particular, all staff members have a strong commitment to dealing with bullying proactively and reactively in an effective and timely way.

## **SCHOOL CROSSING SUPERVISORS & PEDESTRIAN CROSSINGS**

School Crossing Supervisors are assigned to Sussex Street, Kent Street and John Street crossings. Children and parents should use this service at all times.

Parents driving to and from the school are asked to respect the road laws with regard to pedestrian crossings and parking / loading zones.

Parents are requested not to summon children across roads at places other than the three designated above. If possible, please use Sussex Street, as there is less traffic, more parking space, and children do not have to cross a road.

Please **do not** use the Wide Bay Resource Centre Car Park. It is out of bounds to children for safety reasons.

## **SPORTS AND ACTIVITIES**

Interschool Sport is arranged in the Maryborough Zone during Term 1 and Term 4 of the school year. Sports on offer include:

Soccer, Rugby League, Hockey, Tennis  
Touch Football, Netball, Basketball and AFL.



## **SPORT HOUSES**

The school houses have been named after three explorers of Queensland.

### **House**

**COOK** (Named after Captain James Cook who charted Australia's east coast)

**FLINDERS** (Named after Matthew Flinders who circumnavigated Australia)

**PETRIE** (Named after Edward Petrie, a Queensland pioneer)

### **Colour**

Green

Blue

Purple

## **STUDENT DRESS CODE**

Please see Appendix 2

## **STUDENT PROTECTION POLICY**

The Student Protection Policy is designed to protect students and ensure that schools are safe and supportive learning environments. Students are expected to contact their class teacher or Principal about concerns they have. Parents are also strongly encouraged to bring concerns to the attention of school staff. Central actively responds to concerns raised about student safety by following departmental procedures.

## **SUPPORT SERVICES**

Children with special needs such as gifted and talented, learning difficulties, hearing impairment have their educational needs met through Learning Support Plans.

Parents with concerns should approach the class teacher to arrange a referral to support staff. Parents are expected to attend meetings with support personnel.

## **TRANSFER CERTIFICATES**

When a child moves to a new school, a School Transfer Certificate is issued when requested by the child's new school, as soon as they are enrolled. Student files and information are then forwarded as soon as possible.

## **TUCKSHOP**

The Tuckshop operates Wednesday, Thursday and Fridays. Lunches are on a pre-order system. Parents are encouraged to order for morning tea and lunch so that the convener can meet the demand and students can have their choices. Some items are sold over the counter.

Years 1 and 2 classes place orders into classroom baskets which are taken to the tuckshop by classroom monitors.

Parents of children tendering large amounts of money may be contacted to verify whether the child should have this amount in their possession.

## **VEHICLES IN SCHOOL GROUNDS**

It is potentially dangerous to drive vehicles in the school grounds. No vehicles are permitted in the grounds without prior approval of the Principal.

## **VOLUNTARY PARENT WORKERS**

Individual teachers utilise the assistance of voluntary parents in a variety of ways - reading, cooking, computers etc. If you are able to assist please negotiate with teachers or Learning Support Teacher at times that are mutually acceptable.

# **CURRICULUM**

## **PREPARATORY YEAR**

Prep is a non-compulsory, full-time preparatory year. Central is committed to a preparatory program that has an academic focus, and is child-centred and play-based. We challenge children, giving them every opportunity to develop and grow to their full potential. In Prep (and the Early Years), there are five contexts for learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching.

Central aims to develop in students:

- Social and emotional competence (independence, taking risks, asking for help)
- Health and physical well-being
- Early literacy and numeracy skills
- Active learning processes (thinking and solving problems).
- Foundations for successful learning.

We integrate both child-initiated and teacher-initiated experiences in the program. We plan a flexible program allowing teachers to respond to the spontaneous learning situations that occur during the course of a school day.

## **YEARS 1-7 KEY LEARNING AREAS**

Our curriculum is organised around Education Queensland's eight Key Learning Areas to provide a broad and balanced education. Key Learning Areas include English, Mathematics, Study of Society and Environment, The Arts, Science, LOTE, Technology and Health and Physical Education.

The planning of class units considers contexts which are based on real world issues / situations (e.g. family, home, community, global), student needs, assessment data, interests and backgrounds. Each unit includes orientation, enhancement and synthesising phases including a 'Learning Celebration' to share students' new learnings with others. Units incorporate learning experiences that promote recognition of difference, intellectual quality, connectedness and supportive classroom environments.

SEP and Learning Support Teachers are represented at planning meetings. They assist the group to consider appropriate adjustments to ensure that work considers inclusion of all students. Relevant individual adjustments are recorded on EAPs and Learning Support Plans. Strategies for 'differentiating' learning experiences are also identified in the unit plan.

## ENGLISH

The development of Literacy skills from Prep to Year Seven will remain a major focus at Central. In 2012, Central will implement the English, Mathematics and Science syllabuses from the National Curriculum documents. This program contains very detailed content, strategies and assessment processes. Teaching resources will be published by the Queensland Studies Authority.

In 2012, the development of skills in reading, comprehension, oral language and writing will continue to receive strong emphasis across all primary years. Students at Central will study English for a minimum of 10 hours per week.

The development of reading receives an important emphasis. Strategies include:

- explicit teaching of Reading in all year levels
- the Home Reading Program focuses on the development of positive habits through daily reading from the earliest possible opportunity
- ensuring a range of stimulating school and library reading resources
- targeted intervention and extension programs where needed
- Implementation of the School Assessment Overview

The *School Assessment Overview* is used to record student progress in the areas of phonics, sight words, spelling, reading and comprehension. The PAT-R Tests will be used twice per year to gauge student progress in reading. Student results are monitored and analysed to form the basis for differentiated programs to enhance individual student learning.

## MATHEMATICS

Like Literacy, the development of Numeracy skills from Prep to Year Seven will also remain a major focus at Central. In 2012, Central will implement the Maths syllabus from the National Curriculum documents. This program contains very detailed content, strategies and assessment processes. Maths resources will be published by the Queensland Studies Authority.

Students will be actively involved in explicit teaching and discovery learning situations using concrete manipulative material such as computers and calculators, and discussing their discoveries and outcomes.

Competence in computational skills and the application of concepts in number and algebra, measurement and geometry, and statistics and probability will be developed.

Learning activities provide purposeful real life and life like activities building on previous experiences. Students will be actively involved in discovery learning situations using concrete manipulative material such as computers and calculators and discussing their discoveries and outcomes.

The *School Assessment Overview* is used to record student progress. Students from years 1-7 are tested twice yearly using the PAT-M Tests. Teachers also utilise relevant First Steps in Maths diagnostic tasks. Data gathered informs specific programs to be developed for students who are excelling or experiencing difficulties in these areas. Students will study Maths for a minimum of 5 hours per week in years 1-3 and 7.5 hours per week in years 4-7.

## SCIENCE

Central's Science Program is organised around the *Primary Connections Program* which aligns with the National Curriculum. Deep knowledge and effective skills in the areas of Science inquiry skills, Science as a human endeavour and Science understanding will be developed. Students will study Science for a minimum of 1 hour per week.

The 5 Es inquiry based teaching and learning model will be used to implement units of work. Students will develop conceptual understanding when they:

- **Engage**      **Explore**      **Explain**      **Elaborate**      **Evaluate**

## **HEALTH, SOSE, MEDIA, VISUAL ARTS, DANCE AND TECHNOLOGY**

Teachers will continue to use the Essential Learnings to plan meaningful, relevant and challenging learning activities in these areas. National Curriculum programs will be implemented as they become available in 2012-2014.

## **MUSIC (THE ARTS)**

All students at our school attend a 30 minute music lesson once per week where they enjoy singing, different aspects of rhythm, using a wide variety of instruments, and music making.

Children from years 3 - 7 are invited to join the school choir. The choir performs on assembly, at the Eisteddfod, Choral Fanfare and at community events.

## **INSTRUMENTAL MUSIC PROGRAM**

Tuition is given one lesson per week in orchestral instruments, to those children whose parents have agreed to their participation in the Instrumental Music Program. Brass, woodwind, percussion and strings are taught. Parents need to provide instruments for all sections except percussion, cello and euphonium. Recruiting takes place in November: Strings in Year 3, and woodwind and brass in Year 4. Parents should contact the school for further particulars.



When children are accomplished enough, it is expected they will play in the school concert band and string group. These groups are committed to public performances throughout the year and members are expected to participate.

A Music Showcase Evening is held each year in Term 4, with the Research Awards Evening.

## **ICT – INFORMATION & COMMUNICATION TECHNOLOGY**

The use of computers in classrooms is integrated within the 8 Key Learning Areas of the curriculum. The school maintains a ratio of 1 computer to 5 students, with computers located in classrooms and in the Library Computer Lab. Central uses a Managed Operating Environment based on a Windows platform. Software resources include a focus on literacy and numeracy skills.

Design technology is fostered in class units, the annual Research Competition and participation in the Maryborough Technology Challenge. Parents are asked to sign an Internet Agreement form for their child before students access the Internet for studies.

## **LOTE (GERMAN)**

Students from Years 6-7 study German for 1.5 hours per week with a specialist teacher. Students are exposed to both language and cultural knowledge in their studies. Consultation with classroom teachers allows for the integration of German studies in the wider curriculum.



## **PHYSICAL EDUCATION**

The school enjoys the services of a Physical Education Specialist. Each class has weekly lessons in this subject. Protective footwear and hats are to be worn at all times.

- Interschool sport occurs for years 6 and 7 in Term 1, and years 5,6,7 in Term 4
- School Swimming Carnival occurs in Term 4
- School Athletics Carnival occurs in Term 2 or 3.
- Swimming programs are usually undertaken in Term 1 for years 1, 2, 3 and Term 4 for years 4, 5, 6 and 7, subject to availability of the Council pool

## **RELIGIOUS EDUCATION**

By agreement with the Maryborough Ministers' Fellowship, Religious Education is provided (when teachers are available) in classrooms, using one non-denominational program. Parents who do not wish their children to attend should advise the school in writing.

## **RESEARCH COMPETITION**

The Research Competition is open to students from Years 1 – 7. This is held annually with certificates and prizes presented at a Research/Music Awards Evening.

## **SPECIAL EDUCATION PROGRAM (SEP)**

The Special Education Program provides programs and support services for students with disabilities whose educational needs are identified through the EAP (Education Adjustment Profile) process.

We have a staff of three part time teachers as well as four part time teacher aides. The team also has access to a range of specialised personnel, to assist with the development, management and monitoring of individual programs.

Support for students with disabilities is provided through an inclusive model. The students are integrated into regular classrooms and supported by SEP staff in a variety of ways including:

- in class assistance
- one to one tuition
- small group work
- individual programs
- real life experiences
- modification of class programs
- alternative programs

according to Individual Education Program needs.

EAPs (Education Adjustment Profiles) are reviewed and written twice a year, in terms 2 and 4 and take into account factors such as: the nature and extent of disability, needs, interests and abilities of the students. These plans assist teaching staff to provide relevant learning programs for the children to meet their individual needs.

## **SOCIAL/EMOTIONAL SKILLS PROGRAM**

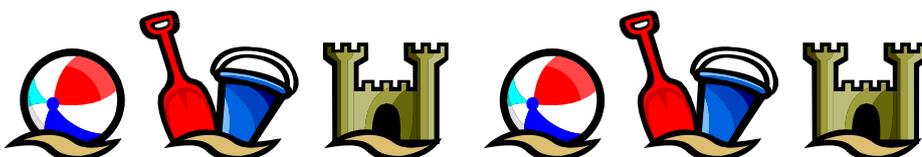
In 2012, Central will implement the BounceBack! social/emotional learning program as part of the Kids Matters framework. Using specific story books, teachers will develop social skills, resilience and self-confidence within students.

## **WELFARE COMMITTEE**

The purpose of the Welfare Committee is to assist the school to prioritise access to services which will promote personal and academic development of all students. Personnel who may provide intervention for students include: Support Teacher: Literacy and Numeracy (STLaN), Guidance Officer, Speech Language Pathologist, Behaviour Management Teacher, Project Officer- Gifted and Talented.

Our STLaN coordinates individual student / small group support in literacy and numeracy through -

- intervention programs such as Support-a-Reader / Writer / Maths
- collaboratively planned individualised learning support plans for students
- individual speech language programs provided by the Speech Language Pathologist
- TAP into Speech and Support-A-Talker programs
- Intensive Reading Programs in the upper school
- analysis of writing screeners in years one, two and three
- planned group support e.g. oral language, sensory motor skills, reading strategies, writing strategies, numeracy concept development
- STLaN, teacher aide and parent support to individuals, small groups and classes
- extension groups for students displaying excellence in curriculum areas





## Appendix 1

Maryborough Central State School

# *Responsible Behaviour Plan for Students*

Abridged Version – MCSS Enrolment Package

Full Version available at [www.maryboroughcentralss.eq.edu.au](http://www.maryboroughcentralss.eq.edu.au)



Queensland  
Government  
Education Queensland

## Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Maryborough Central State School upholds this commitment through the promotion and consistent implementation of its Responsible Behaviour Plan for Students. This plan, developed collaboratively through consultation with the various members of the school community (teachers, teacher aides, ancillary staff, parents, students and school support personnel), reflects not only the values and beliefs of this localised group, but also upholds the basic principles and guidelines of departmental policy, including: The Code of School Behaviour; SM-06 (Management of Behaviour in a Supportive School Environment); and HR-07-1 (Code of Conduct). The practices within are consistent with: Professional Standards for Teachers (National and State); Principles of Effective Teaching and Learning; the National Safe Schools Framework and the philosophies of Inclusivity relating to gender, culture and disability.

At Maryborough Central State School there is an expectation that students comply to acceptable social standards of behaviour that promote a supportive, well disciplined and safe learning environment. Of high importance is the development of self-responsibility, personal accountability and the ability to behave in a safe, respectful manner in the school environment and in the wider community.

Socially-responsible and appropriate behaviour is viewed as vital to success in both the workforce and in life. Safety, effort, respect and self-responsibility are promoted through the implementation of the Responsible Behaviour Plan for Students, addressed and developed both discretely (as a stand-alone curriculum topic) and intrinsically (within other curriculum contexts).

## School beliefs about behaviour and learning

At Maryborough Central, our vision is the promotion and development of a safe and supportive environment in which all people are:

- a) Independent Learners
- b) Confident and Self-managing
- c) Socially Responsible
- d) Effective Communicators and
- e) Happy and Involved

At Maryborough Central State School, we believe that, despite the diversity of school community members and the wide range of contexts within and outside the school itself, there are common underlying behaviour expectations that govern all social behaviour. It is therefore possible to establish a School Code of Behaviour that can be accepted by all school community members as fair and equitable, and which is consistent not only with expectations of students in the classroom or school playground but also in the home and wider community. This behaviour code promotes and reinforces the baseline principles and values of Education Queensland's Code of School Behaviour, the National Safe Schools Framework and the National Framework for Values Education.

Our School Community Behaviour Code is as follows:

## **A) SAFETY**

School community members will act in a lawful and responsible manner that presents no danger to the physical or emotional security of themselves or others.

Safety is exhibited in such conduct as:

- a) Safe use of equipment
- b) Acknowledgment and respect of the personal space of self and others
- c) Following of school rules, routines and instructions
- d) Moving safely through the school environment
- e) Resolution of conflict without violence
- f) Sun safe practices

## **B) EFFORT**

School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfil his / her role in promoting this process to the best of his / her ability.

Effort is exhibited in such conduct as:

- a) Attempting and persisting with set work to best of ability
- b) Effective management of time
- c) Positive contribution to the life and activities of the school
- d) Demonstration of an interest in the life of the school
- e) Cooperation in support plans (eg. Learning Support, Behaviour Support, EAP)
- f) Maximising performance and participation at school
- g) Representing the school with good sportsmanship, pride and enthusiasm

## **C) RESPECT**

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is exhibited in reasonable conduct including:

- a) Respecting self
- b) Respecting property of self, others and the school environment
- c) Respecting and appreciating the rights, dignity and worth of others
- d) Attentive listening
- e) Appropriate communication
- f) Maintaining positive, appropriate and non-discriminatory interactions with people

## **D) SELF-RESPONSIBILITY**

School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

Self-Responsibility is exhibited in such conduct as:

- a) Following instructions of supervisors
- b) Making appropriate choices without supervision
- c) Accepting responsibility for own behaviour
- d) Having appropriate equipment for tasks
- e) Being honest with self and others
- f) Solving problems in a peaceful, positive way
- g) Actively seeking support and listening to advice

There is recognition in the school community that such behaviour expectations not only have a social context but are skill-based. Therefore Benchmark Behaviour standards have been collaboratively established for students to promote appropriate school behaviour and to assist in the diagnosis and support of student behaviour problems. This benchmark framework is as follows:



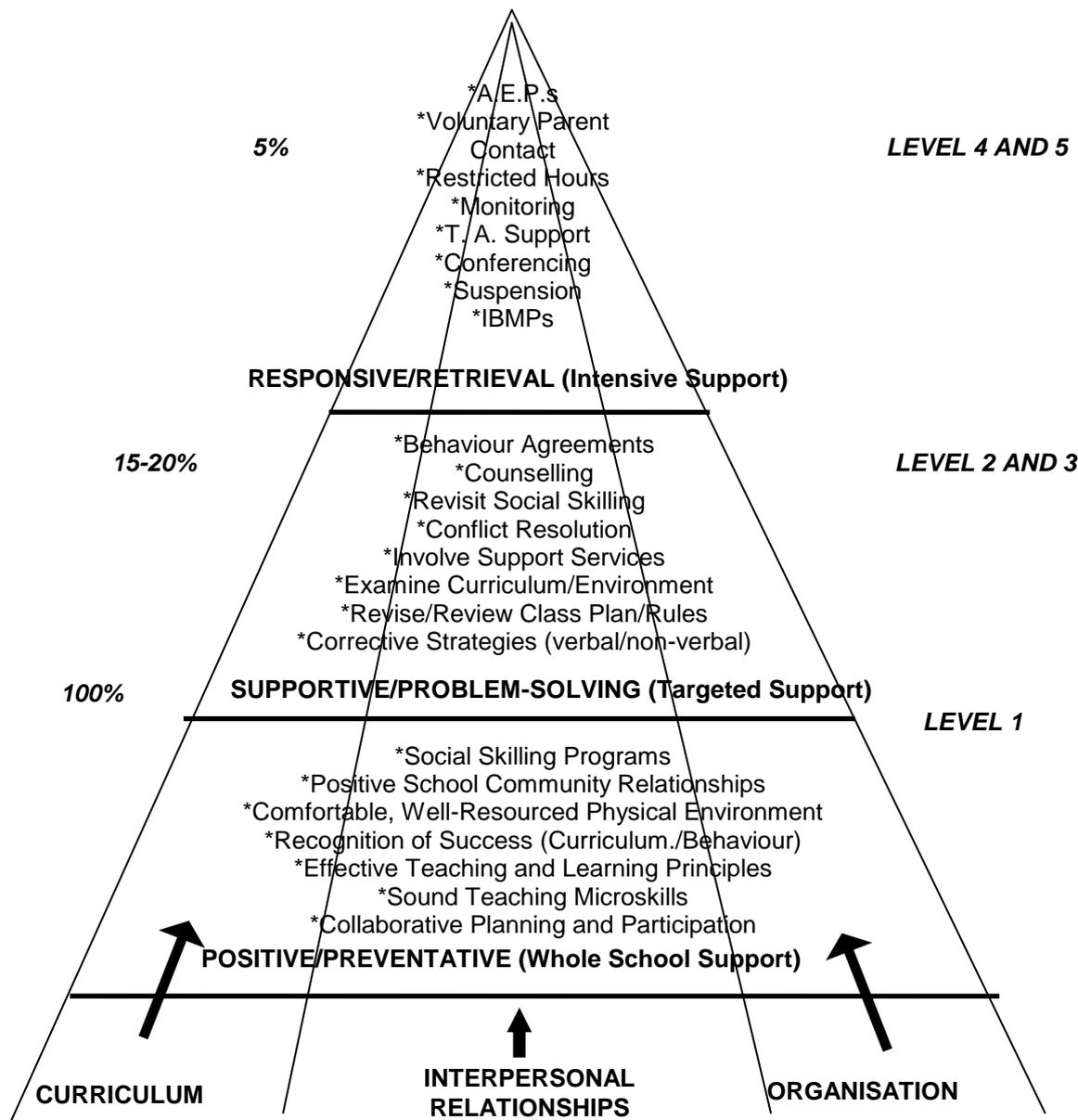
**MARYBOROUGH CENTRAL SS  
BEHAVIOUR  
BENCHMARKS**

**EXPECTATIONS:** \*Students will be able to identify their behaviour standard.  
 \*Students will accept responsibility for their current behaviour and undertake, via collaborative goal setting and review, to bring about positive behaviour change  
 \*All students will strive to reach a **COMPETENT** or **EXCELLING** standard.

<b>BEHAVIOUR CODE</b>	<b>BEGINNER</b>	<b>DEVELOPING</b>	<b>COMPETENT</b>	<b>EXCELLING</b>
<b>SAFETY</b>	<p><b>RARELY</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self            Follows directions of teachers/staff            Resolves conflict without violence            Wears school uniform            Remains in class/school setting</p>	<p><b>SOMETIMES</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting</p>	<p><b>USUALLY</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting</p>	<p><b>ALWAYS (and encourages others to)</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting            Serves as a role model for others</p>
<b>EFFORT</b>	<p><b>RARELY</b>            Stays on task            Attempts all set tasks and completes activities (incl. Assignments/homework)            Participates actively in class            Works to best of ability            Seeks help when needed            Attempts to meet deadlines            Is prepared and shows interest</p>	<p><b>SOMETIMES</b>            Stays on task            Attempts all set tasks and completes activities (incl. assignments/homework)            Participates actively in class            Works to best of ability            Seeks help when needed            Attempts to meet deadlines            Is prepared and shows interest</p>	<p><b>USUALLY</b>            Stays on task            Attempts all set tasks and completes activities (incl. assignments/homework)            Participates actively in class            Works to best of ability            Seeks help when needed            Attempts to meet deadlines            Is prepared and shows interest</p>	<p><b>ALWAYS (and encourages others to)</b>            Stays on task/ Participates actively            Attempts all set tasks and completes activities (incl. assignments/homework)            Works to best of ability            Seeks help when needed/Helps others            Attempts to meet deadlines            Is prepared and shows interest            Accepts additional responsibilities/roles</p>
<b>RESPECT</b>	<p><b>RARELY</b>            Treats own property with care.            Accepts others' feelings/opinions/rights            Speaks politely and appropriately            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>	<p><b>SOMETIMES</b>            Treats own property with care.            Accepts others' feelings/opinions/rights            Speaks politely and appropriately            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>	<p><b>USUALLY</b>            Treats own property with care.            Accepts others' feelings/opinions/rights            Speaks politely and appropriately            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>	<p><b>ALWAYS (and encourages others to)</b>            Treats own property with care.            Accepts others' feelings/opinions/rights            Speaks politely and appropriately            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>
<b>SELF-RESPONSIBILITY</b>	<p><b>RARELY</b>            Seeks or accepts help when needed.            Requires no prompting to behave            Accepts responsibility for own behaviour.            Accepts consequences of own actions            Works and plays independently.            Is prepared/punctual for each lesson            Catches up on missed work            Conforms to routines and procedures</p>	<p><b>SOMETIMES</b>            Seeks or accepts help when needed.            Requires no prompting to behave            Accepts responsibility for own behaviour.            Accepts consequences of own actions            Works and plays independently.            Is prepared/punctual for each lesson            Catches up on missed work            Conforms to routines and procedures</p>	<p><b>USUALLY</b>            Seeks or accepts help when needed.            Requires no prompting to behave            Accepts responsibility for own behaviour.            Accepts consequences of own actions            Works and plays independently.            Is prepared/punctual for each lesson            Catches up on missed work            Conforms to routines and procedures</p>	<p><b>ALWAYS (and encourages others to)</b>            Seeks/accepts/offers help when needed.            Requires no prompting to behave            Accepts responsibility/consequences of action            Works and plays independently.            Is prepared/punctual for each lesson            Catches up on missed work            Conforms to routines and procedures            Shows initiative in work/social situations</p>

## Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Maryborough Central State School, our behaviour management processes can be represented in the following Supportive School Environment model:



The model depicts at all levels of behaviour support and intervention that there is a focus on relevant curriculum, positive interpersonal relationship, effective organisation and teaching and learning practices.

In relation to student behaviour support, Maryborough Central State School recognises that different students require different levels of support (i.e. strategies, resources and personnel) in order to be able to uphold or at least operate within the behaviour code of the school. These codes are not labels of 'goodness' or 'badness', but rather they assist teachers, parents and support personnel to identify support networks and recognise their roles and responsibilities in assisting individual students.

\*\*The individual circumstances of each case will be taken into account when deciding upon and applying consequences

**MARYBOROUGH CENTRAL STATE SCHOOL - BEHAVIOUR MANAGEMENT PLAN**

Additional Support Personnel:

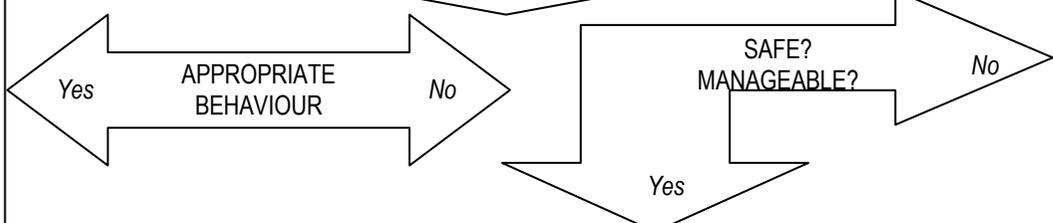
- Guidance Officer       Behaviour Support Teacher     Medical Advice
- SEU                               Learning Support                       Behaviour Aide
- Special Needs Committee    Other:

**RESTITUTION PLAN**

- Complete Reflection Form
- Apology to student or adult if verbally or physically hurt.
- Complete missed work.
- Replace any broken/stolen item.

**ACKNOWLEDGEMENT PLAN**

- Praise/Encouragement**  
*(Verbal/Non-verbal/Written)*
- Class Responsibilities**  
*(Messenger, Teacher's Helper, Library Monitor, Tuckshop)*
- Teacher Evaluations**  
*(Marks/comments on work)*
- Token/Point/Star Systems**  
*(Individual/Group Goal-Setting)*
- Individual Class Rewards/Recognition**  
*(Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time, Photo Board)*
- Inter-Class Responsibilities**  
*(Peer Tutoring, Peer Mediation)*
- Communication Book** *(eg. Keep In Touch)*
- Positive Phone calls to Parents** *(Teacher and/or Admin)*
- Sharing Work With Others**  
*(Principal, D.P., Other Classes, Parents)*
- Whole Class Rewards**  
*(Parties, Fun Days, Game time, Sport, Videos)*
- Whole School Reward System**
- Principal's /Deputy Principal's Awards**
- Public Recognition/Display of Work**  
*(Celebrating Learning Awards, Classroom, Foyer, Newsletter)*



**CORRECTION PLAN**

- Prompting** *(Verbal/Non-verbal)*
- Non-Emotive Behaviour Questions**  
*(What are you doing? What should you be doing? Are you going to do it?)*
- Rule Reminders** *(Verbal and/or Written)*
- Cueing/Descriptive Encouragement of good behaviour**
- Offer Choice and Take-up Time**
- Warning Cards/3 Strike Systems etc.**
- Time Away** *(in class)*
- Buddy Teacher/Class**
- Loss of Privileges**
- Restitution** *(apology/repair damage/complete work)*
- Reflection Room**
- Teacher/Parent Conferences**
- Behaviour Monitoring & Feedback** *(Class and/or Play)*
- Playground Withdrawal** *(for playground disruptions)*
- Modifying Environment** *(see over)*
- Modifying Work Demands** *(see over)*
- Modifying Social Interactions**
- Exit Plan** *(Negotiated between Admin and Class Teacher)*
- 'Office Access' Card**
- 'Cool Down' Time** *(End of Breaks)*

**CRISIS PLAN**

IF STUDENT BECOMES UNSAFE, UNREASONABLE AND/OR OPPOSITIONAL

- Contact/Phone Office**
- Ensure Student/Class Safety**  
*(Remove class if necessary)*
- Admin Withdrawal of Student**
- Student may require restraint and/or physical escort**
- Voluntary Parent Contact (with Student). Parent phoned (if available) and may consider the following options:**
  - Talk to student by phone
  - Supervise student at school
  - Withdraw student for day
  - Let school handle it (may mean suspension)

ADDITIONAL OPTIONS

- Admin Contact Police or D.O.C.S.**  
*(If parent is not available)*
- Peer-Reduced Class Placement**
- Modified timetable**  
*(Restricted hours eg. 9-11am each day)*
- In-school Withdrawal** *(eg. Office, SEU)*
- Suspension**
  - 1-5 days     Advised     Enacted
  - 6-20days     Advised     Enacted
  - No contacts available = contact police for collection of student
- Alternative School Suggested/Considered**
- Exclusion**



## **'3 STRIKE' BEHAVIOUR MANAGEMENT PROCESS**

STEP 1 Acknowledgement of Compliance

STEP 2 Low Intrusion Corrective Strategies

- Tactical Ignoring / Selective Attending
- Cueing / Descriptive Encouraging
- Proximity / Body Language / Close personal talk
- Directive Question / Simple Verbal Direction

STEP 3 Initiation of Three Strike Process and Non-emotive phrases

e.g. WHAT ARE YOU DOING?  
WHAT SHOULD YOU BE DOING?  
ARE YOU GOING TO DO IT?

Or Verbal Redirection – Directive Statement.  
e.g. “John, start your Maths, thanks”.

The student's name is recorded on the board, and a tick or cross added to represent Strike 1. The teacher may even verbalise this fact e.g. “John, that is Strike 1”.

STEP 4 If the student fails to modify the behaviour, or initiates a new inappropriate behaviour, the teacher repeats Step 3. Another tick or cross is added to the name on the board, representing Strike 2. The teacher informs the student of what will happen if Strike 3 is reached. If the student gets no further than Strike 2 in the lesson / session, the name is rubbed off the board at the end of that lesson / session and the student starts the next lesson / session with a clean slate.

STEP 5 On the 3rd strike or at the response “No, I am not going to do it”, the student is sent to the ‘TIME AWAY’ AREA within the classroom or to the Buddy Class. Here the student will complete their Reflection Plan and any set work. The class teacher (and Buddy Teacher if at Buddy class) will negotiate the length of the time the student is to be withdrawn (e.g. until completion of Reflection Plan, completion of set work, end of lesson or session). The student is only re-admitted to the lesson / classroom if the class teacher is satisfied with their Reflection Plan, and may be sent back to the Reflection Area / Buddy Class to revise their plan. The teacher re-admits the student to the lesson when satisfied with the Reflection Plan and any set work has been completed. It is important to note that frequent referral to Buddy Class is likely to result in the teacher contacting the parent and / or involvement from the Principal.

STEP 6 Any student who refuses to go to the Reflection Area or Buddy Class, or who misbehaves in the Buddy Class, is referred to the administration. The Principal / Deputy / HOSSES will speak with the student, and if they are compliant and settled, will escort them to the Buddy Class or keep them in the office area to complete their Reflection Plan. Often, there is an additional consequence for the initial refusal that the child remains in the Buddy Class or office for the entire next session. If the student remains non-compliant or unsettled, the parent is phoned by the Principal / HOSSES using the process of Voluntary Parent Contact (with Student) and given the following options:

- 1) Speak to their child on the phone
- 2) Come to the school and personally supervise the child in the next session
- 3) Withdraw the child for the rest of the day to calm and reflect
- 4) Let the school handle the situation (which could result in suspension depending on the level of the student's behaviour)

Suspension of a student from Maryborough Central State School is a consequence which is used generally as a last resort (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) or as a natural restitution and reparation process for high level, unsafe behaviours (e.g. physical violence or verbal abuse directed at a student or teacher). Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Compulsory re-entry meetings for students returning from suspension, participated in by the student, parent-caregivers, school administration, class teachers (if involved) and school support personnel (e.g. Behaviour Support Teacher, Guidance Officer), help to create a supportive network for the student and define the support processes to be used.

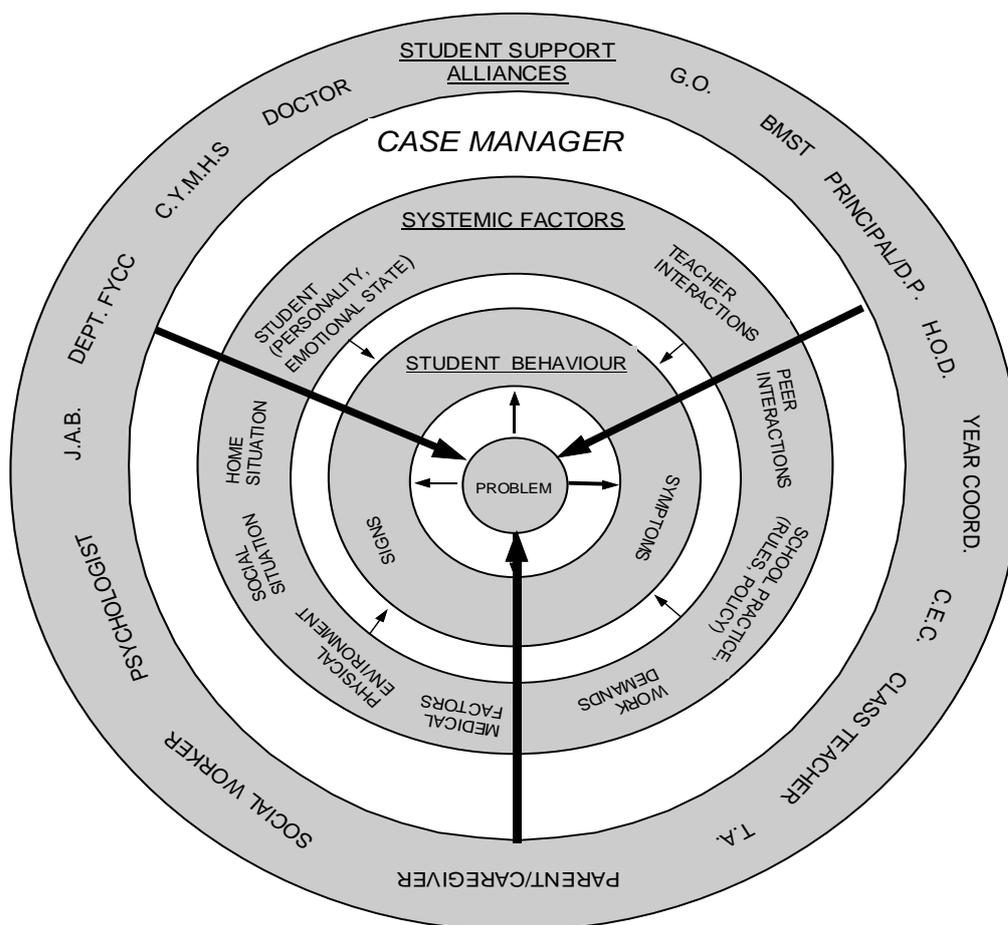
## **The network of student support**

As mentioned previously, Maryborough Central State School utilises a School Case Management approach to deal with student behaviour issues (See 'Individual Circumstances' section), and classifies all students according to their support needs, from Level 1 for the self-managing student through to Level 5 for the student unable to manage behaviour without intensive intervention. For students with socially appropriate behaviours, and those with minor classroom misbehaviour (Level 2 Support Needs), the teacher is the case manager and will provide support for the student in the form of correction and acknowledgement of improvement and achievement.

If the teacher's efforts prove unsuccessful or the teacher becomes concerned about aspects of a student's behaviour, Level 3 support is initiated via parent interviews, whereupon the assistance and advice of the parent is sought to bring about student behaviour change. If student behaviour fails to improve after this level of support, Level 4 and 5 support is initiated, through introduction of interventionary assistance from school administration (Deputy Principal and Principal) and localised school support services – the Special Needs Support Committee, the Behaviour Management Support Teacher, and / or the Guidance Officer. At this point, case management of the student generally transfers from the classroom teacher to the Deputy Principal, who is in a better position to coordinate services and maintain a 'big picture' perspective on the situation. Introduction of the school support services may then lead to formal diagnostic assessments and contact with external support agencies, through referral to health and welfare services such as the ADHD Clinic, the SCAN team, Child and Youth Mental Health Services, and the Department of Child Safety. At this level, students may be managed via the formulation of Individual Behaviour Management Plans (IBMPs) or the development of Alternative Education Programs (AEPs) which modify the educational inputs and management strategies for the student to incorporate the inputs of the various stakeholders in differing roles.

## Consideration of individual circumstances

“The individual circumstances of each case will be taken into account when deciding upon and applying consequences”. This statement appears at the top-left of Maryborough Central State School’s school wide behaviour plan, and reflects the philosophy of the school community not only towards the correction of inappropriate behaviour in the classroom or schoolyard, but also towards acknowledgement of student achievement and the interventionary strategies introduced for chronic behaviour issues. School staff recognise that students are individual and have individualised needs, relating to factors such as ability and disability, socio-economic status, race and culture; that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting. The complexity of the behaviour problem and its support process is represented in the School Case Management Model below:



P.G.MILES  
1999

Teachers and support staff are able to ensure that behaviour management processes in the school cater for the individual circumstances of the student and situation through:

- the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel,
- the careful assessment of the behaviour situation, including gathering of relevant information, before taking action, and
- the application of non-emotive, systematic and logical correction and intervention strategies

*This is an abridged version of the MCSS RPBS – Full version available at [www.maryboroughcentralss.eq.edu.au](http://www.maryboroughcentralss.eq.edu.au)*



## **MARYBOROUGH CENTRAL** **STATE SCHOOL** **STUDENT DRESS CODE**



This Student Dress Code (SDC) outlines an agreed standard of dress for students at Maryborough Central State School. This SDC has been developed in consultation with parents / carers, staff and students. Central's SDC reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation.

Students at Maryborough Central are expected to adhere to the SDC when:

- attending the school
- representing the school
- travelling to and from school
- engaging in school activities out of school hours

Our school SDC provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school
- fostering a sense of belonging
- developing mutual respect among students by minimising visible evidence of economic or social differences

Our SDC clearly documents all aspects of the school uniform i.e. reasonable clothing, including headwear and footwear, that students are expected to wear. It also documents acceptable standards in relation to other aspects of personal presentation of students.

Acceptable or reasonable dress refers to clothing or apparel that would be socially acceptable, although it does not conform to Maryborough Central's SDC. Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive
- Likely to disrupt or negatively influence normal school operations
- Unsafe for student or others
- Likely to result in a risk to health and safety of student or others.

In resolving matters of student dress code Maryborough Central considers:

- Mobile families requiring sufficient time to purchase items of dress
- Economic hardship requiring special arrangements, or extended period of time, to purchase new items of dress
- Students with physical impairments requiring greater flexibility in interpretation of dress code
- Conscientious objections, for example objections raised on any reasonable religious grounds.

Maryborough Central does have:

- An exemption process
- Alternative arrangements for a set period of time upon receipt of written request from parents / carers or by negotiation with the Principal or delegate.
- Opportunities to wear relevant items of dress code from a bank of items held at the school

In individual cases of conflict with Maryborough Central's SDC, or persistent failure to uphold the code or a student is inappropriately dressed the school may:

- Offer appropriate item / s from the bank of clothing held at school
- Take action that prevents risk to the student or others, or action that maintains normal school operations
- Inform the student's parents or carers of incident and discuss further with parents or carers, representatives of school and the student to prevent a recurrence

- Implement a process of conflict resolution or mediation if the student persistently wears inappropriate dress after discussions have been held with parents / carers.

Where a student is reasonably dressed but does not conform to the Student Dress Code the Principal or Principal's delegate will:

- offer appropriate item / s from the bank of uniform clothing held at school
- inform parents or carers of the incident and, if necessary discuss further
- use appropriate conflict-resolution or mediation if the student persistently fails to observe the Student Dress Code

In accordance with departmental policy Maryborough Central may impose sanctions on a once only basis per episode of non-compliance. Sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:

- Imposing a reflection [detention] for a student during lunch or after school (if after school, parents will be informed before reflection occurs);
- Preventing a student from attending, or participating in, any activity for which the student is representing school; or
- Preventing a student from attending or participating in any school activity that is not an essential school educational program.

Non compliance with the Maryborough Central Student Dress Code will:

- not result in exclusion or suspension or cancellation of enrolment
- not result in sanctions that damage academic prospects
- not result in prevention from continuation in participation in essential curriculum activities except where necessary for reasons of safety (provision of alternative educational activities will be made in this situation)
- not result in disadvantage where required dress code items are not available because of circumstances beyond control



## Maryborough Central Student Dress Code

### **Girl's Uniform**

- Shirt – Gold polo style shirt with royal blue knitted collar bearing school name, royal blue sleeve trims with pocket size royal blue school emblem situated on the left hand side.
- Skirt – Royal blue skirt with elastic back, 2 inverted pleats front and back with side pocket (No Denim)
- Shorts – Royal blue with elastic back and 2 front tucks with pockets (No Denim)
- Skorts – Royal blue
- Socks – plain white or white with blue and gold bands
- Shoes – black leather closed in shoes (flat or low heel) or closed in sports trainers

### **Boy's Uniform**

- Shirt - Gold polo style shirt with royal blue knitted collar bearing school name, royal blue sleeve trims with pocket size royal blue school emblem situated on the left hand side.
- Shorts – Royal blue (No Denim)
- Socks – plain white or white with blue and gold bands
- Shoes – black leather closed in shoes (flat low heel) or closed in sports trainers

### **Additional uniform for winter**

- Pullover – plain royal blue or royal blue with large gold school crest
- Windcheater – zip front – royal blue
- Track suit pants – royal blue or royal blue with gold piping along seam (No Denim)

**Hats-** Maryborough Central is a Sun Smart school. The Queensland Cancer Fund recommends brims on hats to be at least 8 cm. Research indicates that a board brimmed hat will reduce the amount of Ultra Violet Radiation reaching the face by 50%. This is equivalent to an Ultraviolet Protection Factor of 2. Therefore caps or hats with less than an 8 cm brim do not comply with our policy. Hats that comply include:

- Soft brimmed (surf) royal blue hat with no less than 8 cm brim, with school emblem or
- Legionnaire cap with school emblem
- All students must wear a hat while outside to reduce harmful effects of the sun. The practice of wearing hats in a child's formative years will reduce the incidence of skin cancer later in life. All students must wear a sun smart hat:
- before school and at first and second play breaks when outside
- during Health and Physical Education Lessons
- during other outdoor lessons and activities



*UNIFORM ITEMS ARE IN GOLD OR ROYAL BLUE ONLY. ITEMS THAT INCLUDE THE SCHOOL CREST ARE PREFERRED BUT NOT ESSENTIAL – THESE MAY BE PURCHASED FROM SAUERS CLOTHING SUPPLIES, WORKERS' WARDROBE AND B&H DESIGNS.*

*NON-CREST ITEMS MAY BE PURCHASED FROM LOCAL DEPARTMENT STORES PROVIDING THEY ARE GOLD OR ROYAL BLUE*

**Boy's and Girl's Prep Uniform-** For safety reasons Prep polo style shirts are distinctly different to the shirts in Years 1-7. Other items of uniform are the same as listed for boys and girls (above).

- Shirts for both boys and girls are polo shirts with a royal blue back

**Year 7 shirts-** students in Year 7 are permitted to wear a Year 7 school uniform shirt. This shirt varies from year to year.

**Zone Athletic Shirts and Hats-** students who have purchased Zone shirts and Sun Smart Zone hats for Zone athletics are allowed to wear their Zone shirt and hat to school.

### **Swim Shirts**

Improvements to Education Queensland's Sun Safety Strategy since 2008 make it compulsory for primary school children in state schools to wear sunshirts or T-shirts during school water-based activities. Maryborough Central State School plans to fully comply with this directive. Students without an appropriate sunshirt will not be permitted to participate in water-based activities – no shirt, no swim

### **Band / String Ensemble Uniform**

All students who are members of the school band or strings ensemble are required to wear this uniform for performances in the community and other special performances: blue socks, black shoes, band shirt and long black trousers. The P & C may operate a hire system for the trousers and shirts.

### **Bike helmets**

Bike helmets are compulsory for students riding bikes to and from school.

### **Sunglasses**

Students are encouraged to wear school approved sunglasses for outdoor activities. These must bear the student's name for identification purposes.

### **Jewellery**

In the interest of safety, the wearing of jewellery at school is discouraged given that students play during breaks and take part in active class activities and lessons including Health and Physical Education. The wearing of jewellery increases the risk of harm to students.

Students may wear a safe item of jewellery for medical or religious purposes only. This may include:

- one neck chain to be worn inside the shirt - one that does not detract from the school uniform and does not have sharp edges / features
- one flat wrist medical bracelet without sharp edges / features detailing medical emergency needs (medi-alert)

Students may wear one set of small studs / sleepers or one small individual ear stud / sleeper in pierced ears - no dangling earrings are permitted and only one earring per ear is permitted

Students may not wear:

- studs / rings in body parts other than ears
- necklaces that are not for medical or religious purposes
- bracelets that are not for medical purposes
- anklets

### **Hair Styles**

Neat practical hairstyles are expected. Both boys and girls are expected to secure long hair to protect against head lice and to avoid interference with desk work and practical activities. Hair colour is strongly discouraged. Students are expected/permitted to wear:

- long hair tied back (for reasons stated above)
- one thin hair band that is preferably the school colours (no bandannas)

### **Make-up and Nail Polish**

Students must not wear make-up or nail polish to school.

Applications for students to be exempt from any aspects of the Student Dress Code must be made in writing to the Principal for consideration.



Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits where appropriate.

Homework can engage students in independent learning to complement work undertaken in class through:

- Revision and critical reflection to consolidate learning (practising for mastery eg reading)
- Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- Pursuit of knowledge (investigation, research, writing, design, construction)
- Preparing for forthcoming classroom learning (collecting relevant materials, items, information).

### **Teacher Responsibilities**

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

- Ensuring the 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
- Discussing any homework concerns with parents / carers and developing and suggesting strategies to assist with their homework
- Monitor homework completion. Teachers may implement positive systems that recognise students who consistently complete homework and encourage other students to complete homework. Teachers may apply short-term logical consequences for students who frequently fail to meet homework expectations. These consequences may include –
  1. Informal note or phone call to parents
  2. Creating opportunities for homework to be completed in school time (class or play)

### **Student Responsibilities**

Students can take responsibility for their own learning by:

- Accepting responsibility for the completion of homework tasks within set time frames
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in other activities etc
- Organising themselves so that homework tasks and materials are taken to and from home
- Seeking assistance from teachers and / or parents when experiencing difficulty

### **Parent / Carer Role with Homework**

- Monitor student's homework
- Set an agreed time for homework to take place
- Provide an appropriate location for the student to complete homework
- Provide support and encouragement as required
- Contact the teacher if the student is experiencing difficulty with homework or if it becomes a source of conflict within the family
- Sign the work and direct the child to stop if he / she has demonstrated a focused effort for the time allocated and the homework is not complete.
- Read to the student, talk with him / her and involve the student in tasks at home including shopping, playing games and physical activity

### **Homework Appropriate to Particular Phases of Learning**

- Homework expectations need to consider the individual needs and abilities of students
- Education Queensland Guidelines state:
  - 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.



## MCSS Policy – Appropriate Student Use of Mobile Phones and Other Similar Electronic Devices

Education Queensland:

“Schools and colleges can make reasonable rules about what students can and cannot bring to school. They can ban anything that is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of students.

The use of mobile phones, pagers, portable CD and MP3 players, personal digital assistants and similar electronic devices in class is disruptive to the learning environment of all students and should be discouraged. Students wishing to use these devices in special circumstances should negotiate arrangements with relevant school/college staff.”

**EQ Ref:** 04/19208

The following guidelines relate specifically to the appropriate student use of mobile telephones and similar electronic devices at Maryborough Central State School:

1. Devices must be stored and used in the **school office only**.
2. Devices may not be brought to school unless they are accompanied by an **explanatory note** from the student's parent / carer.
3. Devices will **not be allowed on excursions or camps** under any circumstances. Parents wishing to contact their children should contact the school - the school will then contact a supervising teacher. For events that occur out of school hours, parents can be provided with the number of a school mobile phone carried by school staff.
4. Devices will be **confiscated** under the following circumstances-
  - They are discovered in a student's possession without appropriate permission or being used outside of the school office.
  - They are found in school grounds.Confiscated items will be available for **collection by the student's parent / carer** at the school office.
5. Devices are stored and used at the owner's risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department's negligence.



## Maryborough Central State School - SunSmart Policy Statement

### Rationale

Queensland has the highest rate of skin cancer in the world, with one out of low Queenslanders likely to develop the disease at some stage in their life. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years. Ultraviolet radiation (UVR) levels are also at their highest during the hours that children are at school. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

With this in mind, Maryborough Central State School realises the need to protect children's skin and educate them about Sun Smart behaviour.

### Aims

#### **This policy aims to:**

- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection
- Provide environments that support Sun Smart practices
- Create an awareness of the need to reschedule work commitments and outdoor activities to support SunSmart practices when possible.

### Procedures

Our school recognises that winter sun also contributes to skin damage. The implementation of this policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year.

### Our Commitment

Maryborough Central State School will:

- Inform parents of the SunSmart policy when they enrol their children
- Include the SunSmart policy statement in the school handbook
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- Incorporate education programs that focus on skin cancer prevention into the school curriculum
- Encourage all teachers and staff to act as positive role models for children in all aspects of SunSmart behaviour
- Seek ongoing support from parents and the school community for the SunSmart policy and its implementation, through newsletters, parent meetings etc
- Ensure that all students and staff wear hats that protect the face, neck and ears, and encourage the use of SPF 30+ broad-spectrum, water-resistant sunscreen, when involved in outdoor activities. Students without an appropriate hat will not be permitted to participate in outdoor activities – NO HAT, NO PLAY.

- Commit to improvements to Education Queensland's Sun Safety Strategy for 2008 that make it compulsory for primary school children in state schools to wear sunshirts or T-shirts during school water-based activities. Students without an appropriate sunshirt will not be permitted to participate in water-based activities – NO SHIRT, NO SWIM.
  - Students without adequate sun protection use shaded or covered areas at recess and lunch times and in outdoor activities.
  - Ensure that, wherever practicable, outdoor activities take place before 10am or after 3pm (flexible planning)
  - Ensure that adequate shade is provided at sporting carnivals and other outdoor events
  - Ensure that SPF 30+ broad-spectrum, water-resistant sunscreen is included in classrooms and that the PE teacher has sunscreen available for use by students.
- Review the SunSmart Policy Annually.

### Our expectations

Parents / Carers will:

- Provide a SunSmart hat for their child and ensure that they wear it to and from school. The Queensland Cancer Fund recommends the following hats:

- 8-10 cm broad brimmed
- Legionnaire-style



- Ensure that their child applies SPF30+ broad-spectrum, water resistant sunscreen 20 minutes before leaving for school
- Ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing that has the following features:

- dark coloured
- closely woven fabric
- collars and sleeves
- natural fibre

- act as positive role models by practising SunSmart behaviour
- support the school's SunSmart policy and help to design and regularly update the policy.

Students will be encouraged to:

- be aware of the school's SunSmart policy
- take responsibility for their own health and safety by being SunSmart
- comply with SunSmart rules and guidelines by wearing suitable hats, clothing and sunscreen
- apply SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors and to apply sunscreen before coming to school.
- Use shaded or covered areas when outdoors
- Act as positive role models for other students in all aspects of SunSmart behaviour
- Help to design and regularly update the SunSmart policy
- Participate in SunSmart education programs.