

Gooburrum State School Prospectus



'Striving for Progress' ...since 1884

Welcome to Gooburrum State School.



As Principal of this great school, I commend you for your choice in educational provision for your child(ren). Ours is a school with much history and pride. Standing strong since 1884, we are a key element in our local community. I can honestly say that this is a school like no other. Our results in academic, sporting and cultural arenas are second to none in our region, in comparison to either large or small schools. What I am most proud of though, is the communication we build upon daily, so that all stakeholders feel welcome, valued and included. We strive together for progress in order to ensure that our students become the best citizens they possibly can be, while being happy, positive young people along the way.

I am extremely grateful to our active, dedicated parent group for all they bring to and have done for our school community. We are a far better school because of their involvement, effort and genuine interest in their children.

I am grateful for the staff I work alongside and commend these professionals for their role in making our school such a successful, productive place of learning and development for the children in our care.

I look forward to another wonderful year here at Gooburrum State School. Please don't hesitate to contact me if I can be of any assistance to you or your child.

***Halli Cantrell
Principal***

Our Parents and Citizens Association:

We welcome all new families to our school community and embrace their children in all activities within the school environment. The P&C contributes to the development of each child differently during their schooling years at Gooburrum State School.

Our contributions are financial and physical so to best support the growing needs of our school and environment. We are also petitioning various local and State departments to attain the best possible solutions to these growing needs.

Our P&C have achieved so much to date with generations of families contributing to this success over many years. We invite YOU to join us at a meeting and or engage in P&C activities to show your support for your children's development and legacy at Gooburrum SS. The P&C obtain revenue via a variety of activities including raffles, Mother's & Father's Day activities, Ham Wheel, Sausage Sizzle and Auction Centre catering as well as weekly Tuckshop and the direct management of GOSHC - our Vacation, Before and After school care facility.

90% of these activities are organised and manned by volunteers that help out the school community for the benefit of all. We THANK them dearly.

GSS P&C meetings are held at school on the second Monday of each school month from 6:30pm in the school Staff Room. We would like your support no matter what shape or form and look forward to meeting you.

We also THANK Halli Cantrell and the Teaching and Support Staff at Gooburrum State School for their enthusiasm and support towards our children. By working together, we make a difference!

2023 P&C Executive Committee consists of:

President:

Tuckshop: *Joanna Trudgett*

Vice President:

Secretary: *Lisa Fyffe*

Treasurer: *Annika Warren*

Our School Vision

We the Gooburrum State School Community, aim to provide a quality, engaging education for all students that contains rigor and caters to their unique learning needs in a supportive, safe and caring environment that values individual and team effort and celebrates success.

We believe that parents are the foundation educators of their children and that their role in supporting the education of their child(ren) is vital and influential.

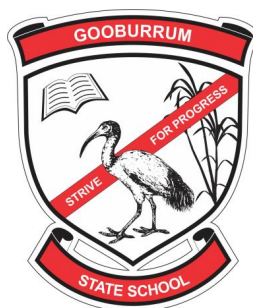
We believe in the importance of effective communication between home and school and encourage parents to be active participants in their child(ren)'s educational journey.

We teach to the standards of the Australian Curriculum and maintain staff professional development in order to deliver educational experiences which expose our students to current and developing ways of learning. We believe that outdoor learning offers students valuable learning experiences.

We encourage regular student attendance in order to enhance learning opportunities. We support sporting and cultural extra-curricular activity as a valuable means to broadening the learning and development of all our students.

We believe in inclusion for all students and that diversity among our school community members adds untold value to our school as a place of learning.

We are proud of the history of our school community and of all those who are part of it today.



2022 STAFF

PRINCIPAL:

HALLI CANTRELL

TEACHERS:

SUSAN IDE **Prep**
MECHALLE KIMBER **Year 1**
BERNADETTE RODGERS **Class 2/3**
NICK LOVETT **Class 3/4**
GREG KITCHEN **Class 5/6K**
TONI STUMER **Class 5/6S**

TEACHER AIDES :

MICHELLE BIDDLE
JAYNE BUETTEL
TANYA MANSKIE
MAREE WHEELER

SMALL SCHOOL BUSINESS MANAGER: JANINE CUTMORE

CLEANER:

VIVIAN HAIR

GROUNDSMAN:

JOHN WILLIAMS

VISITING TEACHERS:

MUSIC	MICHAEL BUCKHOLZ
P.E.	SCOTT HOLMES
LOTE	SUSAN ALEXANDER
GUIDANCE	ANDREW HIGGINS
OFFICERS	SHAUN THEIBER
INSTRUMENTAL	
MUSIC	TONY BROWN
CHAPLAIN	SELINA TAGGART

GOOBURRUM OUTSIDE SCHOOL HOURS AND VACATION CARE:

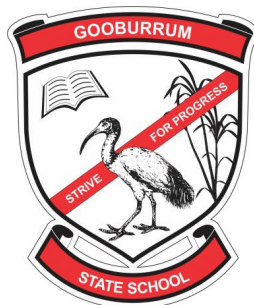
CO-ORDINATOR DONNA EDMUNDS

DAILY SCHOOL ROUTINE

The school day runs from 8:45 am until 3.00 pm. There are two breaks during the day for meals and play.

<u>BELL TIMES</u>	<u>ACTIVITY</u>
8:40 am.	BELL RINGS - Children move into class.
8:45am.	Class Begins / Roll is marked
10:45 am.	Eating Break
11:05 am.	Play Break
11:30 am.	Return to class
1:30 pm.	Eating Break
1:40p.m.	Play Break
2:00p.m.	Return to class
3.00 p.m.	Students dismissed

*** There is **no** adult supervision before or after school. Therefore, parents are asked to drop off children at or after 8.30 am. and pick them up by 3.10 pm. Parent cooperation in this matter is appreciated as it minimises risks to students and allows staff to make the most of preparation time. Parents of children who will be dropped off or picked up outside of these timeframes, should consider contacting the before and after school care service provided at school on PH: 0401 772 605.



Communication in our School:

Each week our School Newsletter is sent home to all families with the oldest child in the family. Parents can also request that the newsletter is emailed out to them.

We have a school Facebook page simply titled 'Gooburrum State School', however the main **Facebook page** used to put information out to families, is the private '**Gooburrum State School Parents' group page**. If you would like to join this group, please request membership on the page by answering the basic questions, to verify that you are a parent or relative of a child in our school.

Class teachers sometimes send out notes to families about class activities. Some classes also have private Facebook pages which teachers will make their parents aware of if this is the case.

At the end of each term just prior to each holiday break, teachers are happy to have parents make a time with them to have a discussion about their child's progress. Terms 1 and 3 are 'informal' discussion times and Terms 2 and 4 are 'formal' parent teacher interview times, in line with us sending out report cards with our students.

Please don't hesitate to contact the school if you would like to arrange a time to speak to your child's teacher at any time of the year. Discussion with class teachers is the first step in bringing a query or issue forward for attention or resolution.

Appointments can be arranged with our Principal Halli Cantrell, as required. Please call Mrs. Morton in the school office to arrange a meeting time with the Principal.

Procedures in our School -

After School

1. Children are to go directly home as soon as possible and practical.
2. Children whose parents collect them are to wait quietly and sensibly, under the large tree, near the front gate or in the Prep courtyard.
3. Prep children are to be collected by the parent/ guardian (not siblings) from their classroom courtyard.

G.O.S.H.C. (Gooburrum Outside School Hours Care) operates from 6:30am – 8:30am and 3.00pm to 6.00pm each school day to assist with before and after school care should parents wish to take up this opportunity.

Other Rules

1. Once the children have arrived at school, they are not to leave the school grounds unless accompanied by an adult listed or an appropriate contact on school documentation/ or staff members.
2. If a child is absent from school, this absence needs to be reported by phone, note or in person by parents prior to 9:15am by phoning the school office on 41557 999.
3. Children are expected to behave with respect, show responsibility and practice safe behaviours while travelling to and from school, eg. correct use of bikeways and crossings and good behaviour on the bus.
4. Forest areas are out of bounds to all children unless permission has been obtained from the Principal or a teacher / teacher aide.



School Wide Positive Behaviour:

Our school community has a shared vision for developing our students in line with three main behaviour expectations.

These are:

- 1. Grow Responsibly**
- 2. Show Respect**
- 3. Stay Safe**

In line with this we have a matrix in our school which displays expectations for student behaviour across a variety of school contexts and environments. (See following page)

Our staff believe that appropriate behaviour expectations need to be taught to children, just as any academic area e.g., reading, maths, science, is taught. We also know that behaviour must be role modelled and displayed by adults in the school appropriately. Once behaviours are taught in our classrooms, our School Wide Positive Behaviour Support process works to “lock in” positive behaviours for children, so that they become automatic in nature. This is done by celebrating such behaviours when they are displayed by our students. e.g. – classroom recognition mechanisms such as stickers and charts, positive verbal reinforcement, postcards sent home from school in the mail. Similarly, our students are taught that poor behaviour choices result in consequences, which they are clearly aware of prior to any such choice being made.

It is our belief that all interactions between stakeholders in our school community, are much more successful when strong, positive relationships between students, staff and parents are happening. We feel that teachers and teacher-aides in our school have a much greater chance of teaching and influencing student behaviour if they are in a positive trusting relationship with students.

School Wide Positive Behaviour Practices are a vital and ongoing element in the recipe for our success as a school. Parent support of the processes involved is a vital ingredient in this same recipe. We look forward to working with you and your child(ren) to support their positive behaviour choices.

SWPBS MATRIX HERE

Consequences/Outcomes of Poor Behaviour Choices – School Wide at Gooburrum State School

Level 1 Behaviours (Friendly Reminders)

<ul style="list-style-type: none"> • Disrupting class learning • Not completing set tasks • Lack of respect for others/property • Being unsafe-minor • Failing to meet dress code • Homework not complete 	<ul style="list-style-type: none"> • Friendly reminder Catch up work • Written apology • Practise safe behaviour • Teacher student conference • Move away from classmates 	<ul style="list-style-type: none"> • Least obtrusive strategies such as parallel acknowledgement, proximity etc • Modify seating plan • Negotiating with student • Modify work/homework
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Level 2 Behaviours (Minor consequence-time out)

Behaviours can include:	Possible Consequences can include	Possible Strategies can include
<ul style="list-style-type: none"> • Continuous repetition of Level one behaviours-third minor referral • Defiance and or threat to adults • Disruptive • Insolence/disrespect to staff • Lying/Cheating • Refusal to participate with program • Verbal misconduct 	<ul style="list-style-type: none"> • Time out in classroom • Cross Class • Detention • Natural or logical consequence 	<ul style="list-style-type: none"> • One School entry • Parent notified

Level 3 Behaviours (Principal Referral)

Behaviours can include:	Possible Consequences can include	Possible Strategies can include
<ul style="list-style-type: none"> • Bullying/Harassment • Threatening Others • Major consistent class disruption • Endangering safety of others 	<ul style="list-style-type: none"> • Time out • Detention • Excluded from representing school eg sport, choir, celebration day 	<ul style="list-style-type: none"> • Must be reported on One School • Parent involvement • Guidance Officer referral

Level 4 Behaviours (Suspension)

Behaviours can include:	Possible Consequences can include	Possible Strategies can include
<ul style="list-style-type: none"> • Repeated Level 3 Behaviours • Physical misconduct-OS eg fighting • Serious IT misuse-OS • Threats to staff • Leaving grounds without permission • Vandalism/graffiti/theft • Possession of a weapon 	<ul style="list-style-type: none"> • Suspension 1-7 or 8-10 days • Gradual re-entry • Restitution • Excluded from representing school eg sport, choir, celebration day • Daily reporting of behaviour to parents 	<ul style="list-style-type: none"> • Must be reported on One School • Individual behaviour plan • Parent involvement mandatory • Return to school meeting

Level 5 Behaviours (Exclusion)

Behaviours can include:	Possible Consequences can include	Possible Strategies can include
<ul style="list-style-type: none"> • Repeated suspensions with no attempt to change behaviours • Assault staff member • Extreme violence to other students 	<ul style="list-style-type: none"> • 20 day suspension with recommendation for exclusion 	<ul style="list-style-type: none"> • Must be reported on One School • Graduated entry to new school • Behaviour improvement conditions/contract required for attendance

Student Attendance - Every Day Counts.....

Gooburrum State School encourages all parents and members of our community to support the new State Government initiative to improve student attendance.

Every Day Counts – has four key messages:

- all children should be enrolled and attend school on every school day
- schools should monitor and create ways to improve attendance in schools
- attendance is the responsibility of everyone in the community
- children may find themselves in unsafe situations if they choose not to attend or skip school.

While most students attend school consistently, there are students in schools who are absent from school without an acceptable reason and this may harm their education.

Going shopping, visiting family, staying up late and being tired or extending school holidays are not acceptable reasons to be away from school.

Research shows that if your child has a record of good attendance, they are more likely to achieve high results in the future.

If your child is away, you need to let the school know the reasons beforehand, or within two days of returning to school.

For more information or if you need support regarding your child's attendance, see our school principal or download the guide for parents at: www.education.qld.gov.au/everydaycounts/

A child should be enrolled in and attend school in the year that they turn compulsory school age (six years and six months). Each parent of a young person in the compulsory participation phase has the legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse. Parents may be prosecuted if they do not fulfil their legal obligations in regard to enrolment and attendance of their child at school, or participation in an eligible option. From time to time a student may be absent from their educational program. Parents comply with their compulsory schooling or compulsory participation obligation by providing a satisfactory reason for these absences, unless the student is an adult or it is not appropriate to contact the student's parents, in which case an explanation should be sought directly from the student. Parents should provide a reason for a child's absence either before or on the day of the absence, or as soon as practicable.

Why is attendance important?

Approximately half a million students are enrolled in Queensland state schools and all students are expected to attend school every school day unless there is a reasonable excuse. While parents and caregivers are responsible for ensuring children attend school, Queensland state schools can play a role in helping maximise attendance and promoting benefits of regular school attendance. Low school attendance is not good for students or schools. It has been linked with many negative outcomes for students. In our school we want every child here....every day!!

Our Homework Policy

Education Qld has a homework policy for students which outlines that **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, cultural and employment pursuits where appropriate.**

Homework that enhances student learning:

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



State School Policies

Every state school in Queensland is required to develop a homework policy in consultation with the school community. Principals are required to distribute the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment. They must ensure the homework policy is effectively implemented throughout the school.

In implementing their school's homework policy, teachers are required to use homework that is varied, challenging and directly related to class work and appropriate to students' learning needs. Teachers must check homework regularly and provide timely and useful feedback to students. They are also required to discuss with parents and caregivers any developing problems concerning their child's homework and suggest strategies to assist with their homework.

Current guidelines for Queensland State Schools about levels of student homework emphasise a need for balance between family life and consolidating classroom learning.

They provide a very solid basis for schools to develop their own individual homework policy in conjunction with the school community.

There is an emphasis on helping students establish a positive routine of regular, independent work, without going overboard.

The Homework Program at Gooburrum State School.

Early Phase of Learning (Prep to Year 3)

In the Early Phase of Learning all activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks may include:

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

Prep homework should only take approximately 30 minutes per week total. Homework in **Years 1, 2 and 3** should be up to but generally not more than, one hour per week total.

Middle Phase of Learning –(ie Years 4 through to 6)

In the Middle Phase some homework can be completed daily, over a weekly or fortnightly period and may include:

- daily independent reading
- be coordinated across different subject areas, for example setting a task such as writing a letter (English) to the local member of parliament about a local environmental matter (Science/Study of Society)
- include extension of class work, drill and practise of spelling, tables etc, projects and research.

Homework in **Years 4 and 5** could be up to but generally not more than, two to three hours per week.

Homework in **Year 6** should be up to but generally not more than, three to four hours per week.

Homework questions and queries should be directed firstly to the teacher in the child's classroom then if there is a continuing issue, the Principal

Helping students take responsibility for their own learning.

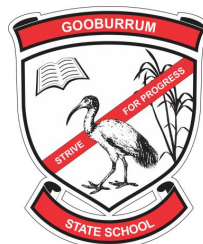
Teachers at Gooburrum State School are responsible for providing help for students to establish a routine of regular, independent study by:

1. Setting and marking homework on a regular basis.
2. Explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework, while clearly communicating the purpose, benefits and expectations of homework.
3. Teachers must mark and return homework to students on a weekly or fortnightly basis as set, keeping a record (e.g., mark book/checklist) of students who have and have not completed homework. This record will be relevant to end of Semester reporting and parent/ teacher interviews.
4. Class teachers should use a system ***within their own classroom*** which will promote the completion of homework and motivate students to be responsible for the completion of set homework. This system once negotiated, should be made clear to the Principal.

Examples of such a 'system' could include – end of week small rewards/ sports game/ team points system/ end of term special class event e.g., Pizza Party. The 'system' will be a positively based one, from which our students will learn the value and benefit of regular effort in gaining outcomes, while improving learning capacity along the way.

Students should take responsibility for their own learning by:

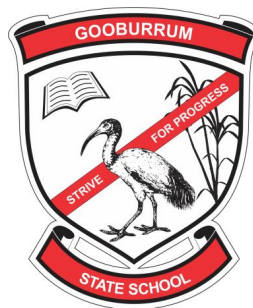
- *being aware of and supporting the school's homework policy.*
- *discussing homework expectations with their parents or caregivers.*
- *accepting responsibility for the completion of homework tasks within set timeframes.*
- *following up on comments made by teachers in regards to homework.*
- *seeking assistance when difficulties or queries arise- prior to work being due.*
- *organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.*



Role of parents and caregivers with homework

Parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity.
- helping them to complete tasks by discussing key questions or directing them to resources which will be helpful in assisting them to complete set homework tasks.
- encouraging them to organise their time and take responsibility for their learning – just as they will have to at High School and upon entering the workforce later in life.
- 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, 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 the homework, prior to work being due. *A note of explanation for incomplete homework* in instances of worthy excuse, is required and appreciated by the class teacher, in order to avoid possible student consequences e.g. – finishing work at lunch time.
- **understanding that students who do not meet our school expectations in terms of regular and appropriate homework completion, may diminish their capacity for consideration as responsible students in our school and will action consequences as part of our SWPBS School Wide Positive Behaviour Support processes. This may affect their involvement in school-based activities, weekly sport and camps at the discretion of the Class Teacher and Principal, in consultation with parents as appropriate.**





Gooburrum State School

"STRIVE FOR PROGRESS"



NATURE PLAY AND OUTDOOR LEARNING POLICY

Philosophy

At Gooburrum State School, we believe that children can derive tremendous benefit from taking part in regular nature play and learning outside of the classroom. This can help to bring many school subjects/areas of development alive as they focus on real results and consequences. For that reason, the outdoors can have a significant impact on addressing areas of the Early Years Framework/Australian National Curriculum. Nature play also provides experiential opportunities allowing children to respond positively to challenges and responsibilities, to manage risk and to cope with change. Active outdoor learning and frequent nature play readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits.

In addition, some key ways in which exposure to the natural environment is beneficial to human health are

- enhanced personal and social communication skills
- increased physical health, supporting the development of healthy, active lifestyles
- enhanced mental and spiritual health
- enhanced spiritual, sensory, and aesthetic awareness
- the ability to assert personal control and increased sensitivity to one's own well-being

Much has been learnt in recent years about how the brain works and the different ways in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it – 'experiential' or 'authentic' learning. It provides a framework for learning that uses the child's own environment to enable them to construct their own learning.

There is strong evidence that good quality learning and nature play adds much value to classroom/indoor learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects/areas of development and to develop better personal and social skills. When these experiences are well planned, safely managed and personalised to meet the needs of every child, they can:

- Improve academic achievement.
- Provide a bridge to higher order learning.
- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.
- Provide opportunities for informal learning through play.
- Reduce behaviour problems and improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes



Gooburrum State School staff wish to communicate the aims and benefits of unstructured nature play to parents and the wider community, so that there is a greater understanding of its value and importance, and provide a greater awareness of the safety standards the school/organisation adopts.

School / Organisation Aims

Our aims are:

- To develop outdoor learning and nature play as an entitlement for all children.
- To provide children with a wide range of high quality natural outdoor provision.
- To develop the curriculum/framework which provides inclusive, frequent, continuous and progressive outdoor learning and nature play for all children.
- To improve the effectiveness of outdoor learning through planning and evaluating outcomes.
- To develop nature play spaces within the school/organisation, available to enhance children's learning experiences, using (where possible) links with local businesses and organisations
- To provide all educators with the relevant training, support and encouragement to deliver the curriculum, where most appropriate, in an outdoor setting.
- To actively seek out opportunities to build strong links with our local community, parents, businesses and organisations in order to widen the outdoor learning and nature play opportunities we can provide.





Managing the delivery of Outdoor Learning and Nature Play

Teaching and Learning

Through the monitoring of teaching and learning e.g. forward planning meetings, weekly discussion in our Staff Meetings, classroom observations, teacher self-evaluations, summative assessment records and other school procedures, we closely monitor the use of outdoor learning as a key element of the learning experience at (organisation's name).

All Teachers and Teacher Aides at Gooburrum State School have been, and will be, provided with relevant training in outdoor learning and nature play in order to support Continuing Professional Development (CPD), confidence and staff practice.

Procedures

When taking part in an on-site outdoor learning / nature play experience, staff must follow the following procedure:

- 1. Take a fully stocked first aid bag and any necessary medication for the pupils in their care (epi-pens, inhalers).*
- 2. Take a charged Walkie Talkie to allow them to communicate with the Principal / Admin Office from the forest if necessary.*
- 3. Take a charged mobile phone for emergencies.*
- 4. Advise Principal / Admin Office via Walkie Talkie that a class is heading into the forest.*
- 5. Staff must ensure they have the appropriate adult/pupil ratios for the year group concerned.*

Risk Assessment

We believe that children benefit greatly from the opportunity to encounter and manage small risks for themselves, in order to build their self-confidence, resilience and independence.

Risk Assessments have been carried out and are monitored for use of all outdoor areas on-site.

Health and Safety

Society needs to strike a reasonable balance between the value of experience and levels of acceptable risk. In the first instance, the organisation's policies relating to Health and Safety and Risk Assessment should be referred to and applied, prior to any outdoor learning activity that may require additional support beyond the reasonable activities one would normally apply within the classroom. It is also important that the school applies robust safety procedures to effectively manage and minimise risks. It is equally important, however, that all involved, including parents, acknowledge that a degree of residual risk remains.

Upon enrolment parents/ caregivers will receive a permission slip to fill out regarding this program in our school.

Communication Protocols

All meetings with the Principal, Halli Cantrell, must be arranged via appointment. Please call the school office to arrange a meeting if required. It is preferable that telephone communications and interviews with teachers take place outside of direct teaching time. It is not practicable to call teachers to the telephone during class hours. If you would like to make an appointment with a classroom teacher, please leave a message at administration. If the telephone is not attended for any reason a message can be left for staff attention.

Ph 41 557999

In order to arrange a time to speak to the Principal please call the office on the number above.

Enrolment, Eligibility and Details

Our school operates under and Enrolment Management Plan. This means that only in catchment enrolments are guaranteed, with any out of catchment enrolments taken only when deemed appropriate in relation to school capacity, at the discretion of the Principal.

Please note the regulation regarding age of entry into Queensland schools:

- a) To be eligible for prep enrolment, a child must turn five years old on or before the 30th of June in the year of enrolment. For the purpose of enrolment, the principal will require a parent to produce documentary evidence of the date of birth, unless the child has attended a state prep, where the date of birth has been verified.
- b) Children entering year one at a state primary school must have attained the age of five by the 30th of June in the year preceding enrolment.

The first year of instruction at a primary school is a formal one, and immeasurable harm can be done if children are enrolled before they are physically and emotionally ready for the year one program.

Enrolment Details

An enrolment form is kept on each child. Details such as address, religious denomination, media release permission and medical history are requested. Parents of newly enrolled children are asked to complete these forms and return them to the school.

School Attendance (Compulsory)

Children should attend school unless there is a reasonable excuse. When children are away, the school should be advised either by phone or preferably by a note to the class teacher. Further information on the importance of school attendance is contained in an earlier section of this Prospectus.

Student Transfers

If pupils are transferring to another Queensland state school, you will need to obtain a transfer certificate. Please provide advance notice of this requirement so that the documentation can be prepared. Any school books or equipment will need to be returned before a transfer certificate can be issued.

Student Support Services

Guidance, Learning Support and Special Education services are available to the school. Generally, if a teacher sees a need, they will, with parental consent, request assistance. If you, as a parent, have a worry, you may request an assessment. In this regard, consult the principal.

A Support Teacher/Learning Difficulties visits the school on a regular basis.

Chaplaincy Program.

We also have a School Chaplain in our school on a Tuesday & every 2nd Friday. Our Chaplaincy Service is facilitated by Scripture Union Qld. The Chaplain provides support to all school community members. The Chappy role is one of friendship and facilitation of communication when needed by any person in our school. Parents are welcome to contact the school office should they wish to make a time to speak with our Chappy.

A chaplaincy program is an optional service introduced into a state school to provide students, staff and parents with support which may have a religious and/or spiritual component. Chaplaincy services provide an additional adult role model in schools. Whilst

personally modelling and owning their own faith positions or belief, chaplains avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief. A school's chaplaincy program complements other support services in the school such as those offered by the Guidance Officer or [Youth Support Coordinator](#). A chaplaincy service is not a counselling service. Chaplains do not refer to external agencies. Chaplains report issues of concern to the Principal and the Principal is responsible for external referral processes.

Sickness/Injury at School

If a child becomes sick at school, we always try to contact a parent or nominated person if we feel it is necessary.

Children who become sick at school must report to a staff member so that arrangements can be made for their collection. Please stress on your children that they MUST NOT leave the school grounds without first obtaining permission from the principal.

If a child is injured at school, our immediate procedure is to assess the extent of the injury. Depending on the perceived seriousness of the injury, and the need for further treatment, either the Ambulance is called and the child's parent notified; or the parent is called and notified of the injury. Our prime concern at all times is the welfare of the child.

Infectious Diseases and Exclusion

The National Health and Medical Research Council (NHMRC) provide '*Recommended minimum periods of exclusion from school and child care centres for cases of and contact with infectious diseases*'. Please consult the school as to the recommended period when becoming aware of your child having a communicable disease.

Medication

At times it is necessary for children under doctor's instructions to take medication during school hours. It is of utmost importance that a "Medication Form" be completed in full. All medication will be administered by administrative staff at a centralised location in the administrative building. Forms are available at the school. All medication should be dropped into the school office (NOT CLASSROOMS) and discussed with Mrs. Morton or Mrs. Cantrell.

Special exemption exists for VENTOLIN to be carried by students. Non-prescribed oral medication, e.g. analgesics, WILL NOT be given under direct parent instruction without an accompanying "permission to administer medication" form. A record of medications given is an official school record and must be kept.

Excursions

Over the year, pupils may be involved in school excursions out of the school grounds. Upon enrolment you will be asked to complete a consent form. You will also be informed prior to individual excursions. Further permission forms will also come home as things arise.

Religious Instruction

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs and encourage students to grow and develop as a whole person, in particular, in beliefs, values and attitudes. State schools respect the background and beliefs of all students and staff by not promoting, or being perceived as promoting, any particular set of beliefs in preference to another. All students (except Prep students) are placed in either religious instruction or other instruction in accordance with information provided on their Application for Student Enrolment unless parents have provided other written instructions.

Students who are not participating in religious instruction must be provided with other instruction in a separate location during the period arranged for religious instruction (s.31 Education (General Provisions) Regulations 2006). The other instruction (previously referred to as 'alternative activity') must relate to part of a subject area that has already been covered in the student's class and may include, but is not limited to, personal research and/or assignments, revision of class work such as creative writing or literacy and/or numeracy activities which could include online programs currently accessed by the students of that school (i.e. Mathematics, Reading Eggs/ Study Ladder), and wider reading such as independent reading appropriate for the student.

Sports Houses

All students are grouped into two houses for inter-house sport. All family members are allocated the same house.

These are **TANTITHA** (blue) and **WAIMEA** (yellow)

Swimming

A period of six weeks (one hour each week) is set aside in Term 1 each year for the teaching of swimming to students in all year levels. Swimming is conducted at Fairymead Swimming Pool under qualified instructors.

Lost Property

All children are expected to pay due respect and care for their own property, the property of other children and the property of the school.

While the school gives as much assistance as practical to helping children looking after their own belongings, children are encouraged to be responsible for their own property.

A lost property box is kept at the school. Items found are shown on some assemblies in attempts to find owners. After a reasonable time, lost property will be donated to charity.

Please ensure children's belongings are clearly marked.

Reporting to Parents

A written report of student progress is provided to parents at the end of each semester. Teachers make themselves available for interviews in order to discuss the contents of the report. Informal interviews are also offered in terms 1 and 3.

Parents wanting to discuss student progress at other times of the year are welcome to make an appointment with their child's teacher. In this instance it is preferable that teachers have advance warning of the need to have documentation available. It is also possible that teachers may request an appointment with parents in order to convey concerns they may have in regard to your child's progress.

Conveyance Allowance

Financial assistance for parents of school students travelling to and from school daily by private arrangement may be provided by Conveyance Allowance.

Information may be obtained from the office or by writing to:

SCHOOL TRANSPORT OFFICER
MARYBOROUGH REGIONAL OFFICE
DEPARTMENT OF TRANSPORT
P.O. BOX 371
MARYBOROUGH, Q. 4650

STUDENT DRESS CODE

Gooburrum SS has a very distinctive official school uniform incorporating base colours of red, black and white. Students are required to wear this uniform when:

- Attending or representing the school;
- Travelling to and from school; and
- Engaging in school activities out of school hours

Our Uniforms are sold at Shawline Embroidery on Walker St. Bundaberg.

CLOTHING:

- School polo shirt
- Girl's black skort, shorts, skirt
- Boy's black rigger shorts
- Unisex black mesh shorts
- School jumper - plain black or red (no hoods)
- Year 6 students have a Student Senior shirt.

*Hats are available from the school
office.*

SHOES: Enclosed shoes are compulsory. Black is preferred with white/black socks. However, any types of lace up sports shoes are appropriate.

HAT: red bucket hat to be worn at all times when outdoors.

SWIMMING: It is a Queensland Government policy requirement for all primary school students engaged in swimming lessons or other water-based activities (apart from swimming races) to wear a sun shirt or t-shirt over their swimming costume.

JEWELLERY: Jewellery is discouraged at school. Students are permitted to wear the following;

- a watch,
- studs or sleepers,
- medic alert bracelet,
- necklaces worn for religious reasons should be on a fine chain.

Items which could cause injury to the wearer or others in a sporting context *must* be removed or taped before the child participates, and remain the responsibility of the student.

The Principal will ask a student to remove inappropriate jewellery and it will be held by the Principal until time for student departure at the end of the day.

MAKE-UP: is not permitted

NON-COMPLIANCE WITH UNIFORM POLICY MAY LEAD TO:

Exemption process – parents are to communicate with the school in the instance that their child is unable to comply with the ‘Student Dress Code’ and in rare circumstances, exemption may be considered.

Alternative arrangements – the Principal may approve these for a set period of time upon request from the parent.

Clothing bank – the school may offer the use of relevant items from a bank of second-hand items held at the school.

The P & C of Gooburrum State School resolves that it supports a student dress code for Gooburrum State School because it believes that a student dress code at Gooburrum State School promotes objectives of Education [General Provisions] Bill 2006.

In particular, the P & C of Gooburrum State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- *Ready identification of students and non-students at school;*
- *Eliminating distraction of competition in dress and fashion at school;*
- *Fostering a sense of belonging; and*
- *Developing mutual respect among students through minimising visible evidence of economic or social difference*



Relevant legislation and policy

Legislation and/or regulations

- [Anti-Discrimination Act 1991](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf) Part 2, Division 7(1); Division 3, 39; Chapter 3, Part 1, 117(1)(2); Part 2, 118
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf>
- [Education \(General Provisions\) Act 2006](http://www.legislation.qld.gov.au/Bills/51PDF/2006/EducGenProvB06.pdf) Sections 360-363, section 283
<http://www.legislation.qld.gov.au/Bills/51PDF/2006/EducGenProvB06.pdf>
- [Workplace Health and Safety Act 1995](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkplHISaA95.pdf) Division 2, 28; Division 3, 36
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkplHISaA95.pdf>
- [Disability Discrimination Act 1992](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/31452800B62A28B7CA256FC00020014A/$file/DisabilityDiscrimination1992_WD02.pdf) Part 2 Division 2, 22 and Division 3, 37-38
[http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/31452800B62A28B7CA256FC00020014A/\\$file/DisabilityDiscrimination1992_WD02.pdf](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/31452800B62A28B7CA256FC00020014A/$file/DisabilityDiscrimination1992_WD02.pdf)
- [Racial Discrimination Act 1975](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/29DCCB9139D4CCD8CA256F71004E4063/$file/RDA1975.pdf) Part II, 9 (1), (1A)
[http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/29DCCB9139D4CCD8CA256F71004E4063/\\$file/RDA1975.pdf](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/29DCCB9139D4CCD8CA256F71004E4063/$file/RDA1975.pdf)
- [Sex Discrimination Act 1984](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/3A1AE1C157596F93CA2571410005BFEE/$file/SexDiscrimination84_WD02.pdf) Division 2, Section 21
[http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/3A1AE1C157596F93CA2571410005BFEE/\\$file/SexDiscrimination84_WD02.pdf](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/3A1AE1C157596F93CA2571410005BFEE/$file/SexDiscrimination84_WD02.pdf)

Related procedures

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#) /strategic/eppr/students/smspr021/
- [FNM-PR-004: Purchasing Textile Clothing and Footwear](#) /strategic/eppr/finance/fnmpr004/
- [HLS-PR-013: Developing a Sun Safety Strategy](#) /strategic/eppr/health/hlspr013/
- [HLS-PR-012: Curriculum Activity Risk Management](#) /strategic/eppr/health/hlspr012/
- [LGS-PR-005: Trade Practices](#) /strategic/eppr/legal/lgspr005/
- [CRP-PR-009: Inclusive Education](#) /strategic/eppr/curriculum/crpr009/