

At Conondale State School, we don't just teach the future...  
**we CREATE the FUTURE**

# Conondale State School



Parent handbook

# Welcome

It is with great pleasure that I extend a warm welcome to your family. We are delighted and feel privileged that you have chosen our school as the place of learning for your child.

Conondale State School is a great school! We pride ourselves on our positive school culture and environment. Our students enjoy a caring and supportive school environment where a sense of family and togetherness thrive. Our school has a NO BULLYING policy and our students are supported to build positive friendships and relationships.

Conondale staff and students look after each other and care about each others personal needs. Our school staff are outstanding role models for our students, encouraging each student to reach their full potential. Our caring and dedicated staff provide students with a rich, exciting learning environment where students feel comfortable to grow and share ideas.

Our school implements a full curriculum for all students from Prep right through to Year 7. We focus on the development of students' fullest potential across all key learning areas recognizing effort and achievement and celebrating success.

Our school embraces multi-age learning. This philosophy ensures that our students academic needs are supported. When planning teaching and learning experiences, our staff reflect on the current individual needs of the student. This philosophy ensures that all students are supported to achieve the best possible academic outcomes.

At Conondale State School we are committed to putting the interests and needs of your child first in everyday operations. We encourage you to become involved in the development of our school community and we especially welcome your comments.

If you have any questions or queries, at any time throughout the school year, please feel welcome to contact your child's teacher or myself. We will be most happy to work with you.

*'Ours the future'*  
**Adam Vlieg (Mr V)**  
*Principal*

## CONTACT DETAILS:

Conondale State School

1700 Maleny-Kenilworth Road, Conondale Qld 4552

Ph: 07 5494 4571

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Mobile: 0448 944 577

Email: [admin@conondaless.eq.edu.au](mailto:admin@conondaless.eq.edu.au) (Administration Officer)

[the.principal@conondaless.eq.edu.au](mailto:the.principal@conondaless.eq.edu.au) (School Principal)

Office hours:

8.00am—5.00pm

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# *Our school context*

Conondale State School is a P-7 school established in 1912 and is administered as part of the North Coast Education Region. Conondale is located in the Upper Mary Valley within the boundaries of the Sunshine Coast Regional Council.

Conondale is a caring and innovative school with a present enrolment of around 90 students. We take every opportunity to provide experiences to develop student skills in all areas. Our school serves a diverse community with the majority of the children attending the school from either the Conondale township or from the Crystal Waters Permaculture Village located nearby. A high percentage of our students travel to school on one of the three bus runs that service the school.

Parent support is strong and continuing as the consultative networks provided allow for input from many varied focus groups. Community members have many opportunities to be involved in school activities and our open communication structure provides the opportunity for all stakeholders to have their say.

The Conondale School Community is characterised by:

- *Diverse lifestyles and expectations*
- *A dynamic community*
- *A rural setting*
- *A supportive community*

An active Parent and Citizen's Association is involved in planning and school operations.

# *Our aim*

Our school has two primary roles for our students:

1. *To create lasting memories;*
2. *To create opportunities.*

Conondale State School aims to provide quality educational experiences designed to meet the individual needs of children and which encourage them to strive to achieve their potential in a changing world.

This will be achieved by:

- *creating a safe, tolerant and disciplined environment for students*
- *preparing young people to be active and reflective Australian citizens*
- *developing the skills and desire for lifelong learning in students*
- *supporting students to become active in community, economic and political life*
- *building students' confidence in their relationships with other cultures in Australia and abroad.*

# *Our beliefs*

We believe:

- *all members of the school have rights and responsibilities*
- *all children have the right to be educated in a safe, supportive, non threatening environment*
- *the school shares a partnership with the community in supporting the optimal educational development of all students*
- *we have a responsibility to cater for the learning styles of individual students*
- *quality education can be provided through collaborative, participative planning and decision making and quality pedagogy.*

# Our values

Our school community values:

## **An environment which . . .**

- *Is supportive and inclusive of all school community members*
- *Is safe, healthy and free from harassment*
- *Encourages self discipline and self responsibility*
- *Promotes consideration, understanding, tolerance, equal opportunity and respect for others.*

## **A balanced curriculum which . . .**

- *Has a range of subjects and activities to meet the needs of the students.*

## **Individuals by . . .**

- *Helping them to realise their potential.*
- *Developing self-esteem and pride in their achievements and own identity.*
- *Giving opportunities to value self and others.*
- *Fostering a positive attitude to learning*

## **Competent teaching practice which . . .**

- *Recognises the different needs and learning styles of students.*
- *Assists students with learning difficulties.*
- *Develops independent learning skills and role models.*
- *Promotes learning process skills.*

## **Collaborative & participative planning & decision making through . . .**

- *Open communication within the school community.*
- *Constructive involvement from all members of the school and wider community*



# Our enrolment process

Our School Principal is available at all times to show prospective new students and families around our school. Parents should ring the school office to make an appointment for a school tour and talk. Parents can collect enrolment information from our school office during our office hours.

## **Student previously enrolled at our school or at another Queensland state school:**

- Parents/caregivers of students previously enrolled at our school or at another Queensland state school must present students to our school office and complete a new enrolment pack.
- Our school will obtain a 'Certificate of Transfer' from the student's prior school.

## **Student NOT previously enrolled at our school or at another Queensland state school:**

- Parents/caregivers of students previously NOT enrolled at our school or at another Queensland state school must present students to our school office and complete a new enrolment pack.
- Parents/caregivers **MUST** present a Birth Certificate upon enrolment.

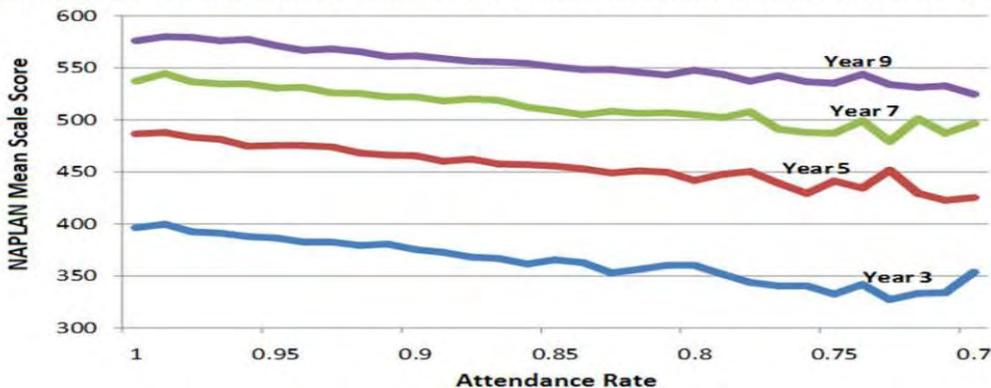
# Our attendance policy

Students are expected to attend school everyday. One of the greatest determinants of student success at school is attendance. The bottom table highlights to parents this correlation between attendance and achievement, illustrating students with attendance rates of 95-100% achieving much higher results in NAPLAN. The lower the attendance rates of students, the lower the performance rates of students.

A reminder to all parents that it is a legal requirement for parents/caregivers to ensure students are effectively enrolled in school. Effective enrolment (*meaning enrolment and regular attendance and participation*) of children of compulsory school age is enforceable by law. Parents who fail to ensure students are effectively enrolled and attending school may be prosecuted for breaching the Education Act.

When children are sick or there are emergent reasons for non-attendance, contact with the school needs to be made either before or on the day of absence – a note when the child returns to school is not acceptable. After two days of *unexplained* absence by students, the school will make contact with the student's parents/caregivers to ensure a legitimate reason for student absence is recorded. After continued absence (10 days or more) our school is legally required to begin sending formal compliance notifications, reminding parents of their legal obligations, to ensure their children are effectively engaged in compulsory schooling. Parents/caregivers who fail to correct absentee issues may be prosecuted.

**Relationship between 2010 NAPLAN (Reading) and Attendance - Queensland State Schools**



# *Our staff*

School Principal	Mr Adam Vlieg
Administration Officer:	Mrs Tania Mundt
Classroom Teachers:	Mrs Jan Gray (Yr P/1) Ms Carlu Lawson (Yr 2/3) Mrs Louise Sanderson (Yr 4/5) Mr Tom Gray (Yr 6/7)
Teacher Aides:	Mrs Pam Argue (Education Support, Garden specialist) Ms Di Collier (Education Support, Kitchen specialist) Mr Chris Gwin (Education Support, Resource Centre) Ms Wendy McIntyre (Education Support) Mr Dave Sanderson (ICT systems support)
Support Staff:	Miss Jeshanah Eames (School/Community Chaplain) Mrs Jo Ferrier (Support Teacher - Literacy and Numeracy) Mrs Lisa Dunham (Support Teacher - Special Needs) Mr Marcus Jones (Guidance Officer)
Specialist Staff:	Miss Jacinta Foale (Classroom Music: Yr P-7) Mrs Louise Vale (LOTE-Japanese: Yr P-7) Mr Paul Meneely (Instrumental Music: Yr 3-7) Mrs Louise Sanderson (Physical Education: Yr P-7)
School Officers:	Mr Ian Ferriday (Grounds) Mrs Kay Chatterton (Cleaning) Mr Michael Ebbage (Cleaning)

# *Our P&C Association*

President:	Mr Dave Sanderson
Vice President:	Mrs Sharon Schofield
Secretary:	Mrs Valli Beniot
Treasurer:	Mrs Chrissy Davis

Conondale State School has a strong and positive relationship with our parent body. Our P&C Association is the formal body representing our parents and local community members. We are committed to working together to continually renew and improve our school, for the benefit of our children. Our Parents and Citizens Association meetings are held on the last Wednesday of every month from 3.15pm in the school staffroom. All are welcome to attend.

# Our school newsletter

'Conondale Connection' is our weekly newsletter to our school families. 'Conondale Connection' is sent home every Friday via email. 'Conondale Connection' is an important means of communication for our school, ensuring all parents are students are kept informed of important school matters, dates and events in and around our school.

## Our school facilities

Our students enjoy fantastic learning facilities. Our classrooms are all fully air-conditioned and are all fitted with the latest in technology resources including hubs of computers and interactive whiteboard technology. All classrooms also contain fridges for student use.

Whole school facilities include:

- *our Resource Centre (library), including seminar and media rooms for school and community use;*
- *our Performing and Visual Arts (PAVA) Centre;*
- *our commercial-grade student kitchen;*
- *our permaculture garden facility*
- *our Student Support Centre;*
- *our full-court covered outdoor learning area (COLA);*
- *extensive shaded play spaces and ovals; and*
- *fantastic playground and sporting facilities.*

Our school is currently finalising plans and funding for additional large-scale playground extensions as well as other major facilities projects.



## Our school day

Students may be dropped at school from 8.15am each school day. Our school day is broken up into three learning sessions with short breaks for eating and play throughout the day.

9.00	<i>Daily parade</i>
9.10	<i>Classroom housekeeping</i>
9.20	<i>Session 1 begins</i>
9.50	<i>Fruit break (in-class)</i>
10.00	<i>Session 1 continues</i>
11.20	<i>Morning tea and play</i>
11.40	<i>Session 2 begins</i>
1.00	<i>Lunch and play</i>
1.40	<i>Session 3 begins</i>
3.00	<i>Home bell rings</i>

## Our food breaks explained

At approximately 9.50 every day our entire school stops for a small 10 minute fruit break. The purpose of this break is to:

- *have a short rest time for mind and body; and*
- *model healthy eating habits for our students.*

Our students will also stop for a food and play break twice throughout the day at 11.20am and then again at 1.00pm. We encourage our students to eat healthy meals at these breaks. To assist with this, student fridges are available in every classroom throughout our school. We would expect that our parents are assisting our school by ensuring healthy and nutritious fresh foods are available for our students each day in their packed lunch. Yr 4-7 students should be encouraged to pack their own school lunches, though should be monitored to ensure healthy foods are packed. Foods high in sugar, fats and salts are heavily discouraged. **"Fresh is best!"**

We encourage our students to be physically active during play times and a range of school sporting equipment is available for student borrowing.

## Our school tuckshop

Our P&C Association operates a fantastic tuckshop for our students and staff. Our tuckshop operates on the last day of each school week (usually Friday).

Our tuckshop convenor provides healthy and fresh options for our students, in accordance with the Qld Government's "Smart Choices" guidelines. Latest price lists and menus are available from our school website and are also included in the first newsletter of each term.

Volunteer assistance is most welcome.

## Our school library

All students at our school enjoy our new library and are encouraged to borrow from our library every week. Our school is also lucky enough to be visited every Friday by the Sunshine Coast Regional Council Mobile Library. All classes at our school visit this library every week and students are encouraged to borrow from this mobile facility.

# *Our school curriculum*

## ***Core studies***

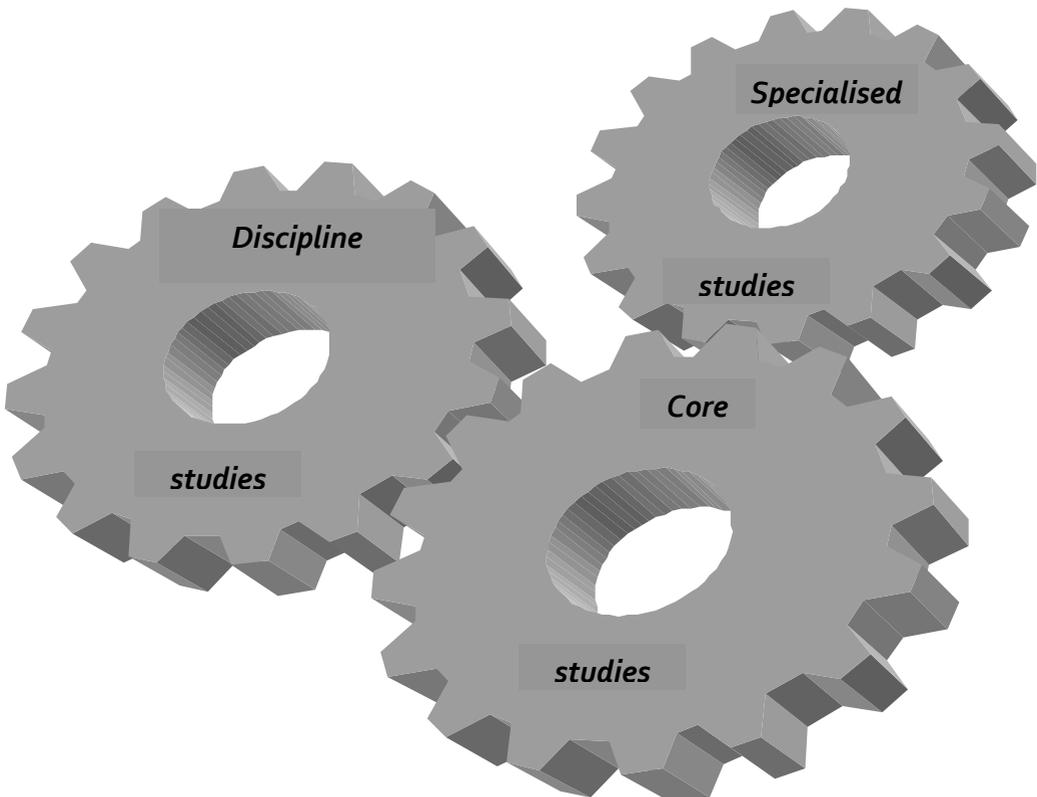
Core studies define the areas of English and Mathematics. They are seen as the most important components of formalised education at Conondale State School and we believe it is vital for all students to achieve the highest possible standards in these areas particularly. Conondale State School has individual planning documents to address the areas of English and Mathematics reflecting the new English and Mathematics National Curriculum.

## ***Discipline studies***

Discipline studies include Science, History, Geography, The Arts, Health Education, Studies of Society & The Environment and Technology. These subject areas are taught by classroom teachers. In 2014 Science, History and Geography are taught through the Australian Curriculum. The remaining areas are taught through the QLD curriculum.

## ***Specialist studies***

At Conondale State School several learning areas are defined as specialist areas and are therefore taught by specialist teachers. Classroom Music, Instrumental Music, Physical Education and Japanese (LOTE) are taught by specialist teachers as part of students weekly programs. Visual Arts and our Kitchen-Garden Program are also taught by specialist staff due to their specific knowledge and skills required to teach these areas.



# Our school curriculum

## ***Core studies – English (National Curriculum):***

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience.

At Conondale State School, English is an integral and highly valued component of the curriculum. English teachers have special responsibility for teaching students to understand, use and evaluate a defined range of texts and for teaching the skills of speaking, listening, reading, viewing, writing, representing and spelling in a range of contexts. In other fields of learning, students learn literacy skills associated with different contexts.

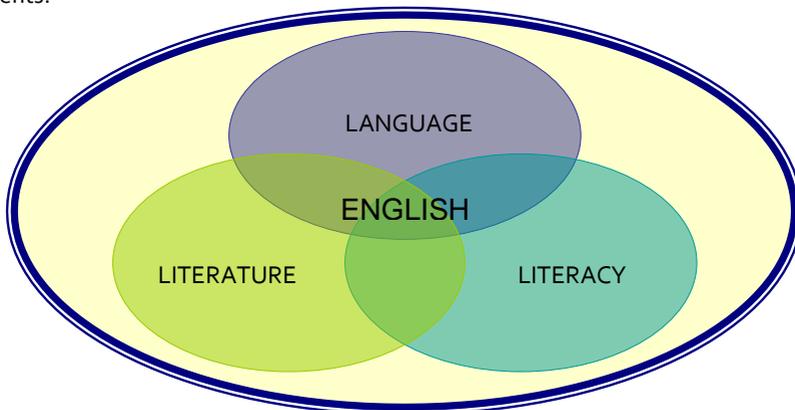
Class teachers teach English in ways that instils the confidence and attitudes needed to choose and use English outside the English lesson. They do this by creating an environment that encourages risk-taking, doesn't solely focus on right and wrong answers (tick-cross approaches), and engages students in activities, discussions, explorations and investigations where deep learning is promoted and where children have fun.

## **Minimum time requirements**

The English Key Learning Area is a core focus of teaching and learning at Conondale State School. As well as literacy acquisition in the other curriculum areas, all classes at our school provide meaningful and high quality learning experiences in the area of English for students for the following minimum weekly time allocations:

***English***                      ***9 hours per week***

Our daily school timetable includes significant time (>2 hours) in morning peak learning times of the day for uninterrupted focus teaching and learning in our English and literacy priority areas. During this English time, students are supported by their class teacher and a teacher aide. Our school timetable limits specialist lessons and other non-English interruptions in this peak learning time. It is an expectation that all teachers utilise this peak learning time effectively to best meet the needs of their students.



# *Our school curriculum*

## *Core studies – Mathematics (National Curriculum):*

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

## *Minimum time requirements*

The Mathematics Key Learning Area is a core focus of teaching and learning at Conondale State School. As well as numeracy acquisition in the other curriculum areas, all classes at our school must provide meaningful and high quality learning experiences in the area of Mathematics for students for the following minimum weekly time allocations:

***Mathematics***                      ***5 hours per week***

Our daily school timetable includes significant time in the middle session of the day for uninterrupted focus teaching and learning in our Mathematics and numeracy priority areas. It is an expectation that all teachers utilise this peak learning time effectively to best meet the needs of their students.

# Our school curriculum

## ***Discipline/Specialist studies – Science (National Curriculum):***

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.



# Our school curriculum

## ***Discipline/Specialist studies – History (National Curriculum):***

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.



# Our school curriculum

## ***Discipline/Specialist studies – Geography (National Curriculum):***

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.



The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

# Our school curriculum

## **Discipline/Specialist studies - The Arts:**

Students at Conondale State School enjoy our new Performing and Visual Arts (PAVA) facility when participating in arts activities.

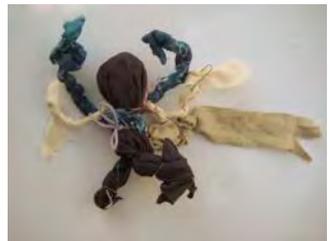
Arts Education at Conondale State School includes five strands of learning: Dance, Drama, Media, Music, and Visual Arts. The strands of Visual Arts and Music are taught by specialist staff at our school. All students from P-7 participate in weekly Visual Arts and Classroom Music lessons. Students from Yr3-7 also may elect to enrol in Instrumental Music lessons to learn to play brass, woodwind or percussion instruments. Dance, Drama and Media strands are taught by class teachers.

Through Arts education, students respond to their world artistically through the strands of Dance, Drama, Music, Media and/or Visual Arts. They communicate their ideas, experiences and feelings through the exploration of arts elements and languages. Students create, present and discuss their own and others' arts works. They understand that The Arts involves concepts related to:

- *personal and community ideas, feelings and perspectives expressed through arts works*
- *selection, application, combination and manipulation of elements of The Arts within conventions to create arts works that communicate meaning*
- *particular arts conventions, practices, skills, procedures, ways of thinking and expressing artistic ideas*
- *changes overtime that influence arts works and roles of arts practitioners*

Students use arts practices and language to engage in meaningful arts experiences to express both personal and community feelings and perspectives. Evidence is gathered about:

- *knowledge, understanding and application of arts concepts, facts and procedures*
- *creation of and response to arts works by using arts elements and language*
- *communication of meaning through performance, presentation and/or display of arts works.*



# Our school curriculum

## ***Discipline/Specialist studies - Health and Physical Education:***

Health Education is taught by classroom teachers as part of weekly lessons. Social and emotional health is also supported in our school by class teachers and our School/Community Chaplain through our Program Achieve foundations.

All students at our school from Prep to Year 7 participate in weekly P.E. lessons as part of their weekly curriculum. These P.E. lessons are delivered by a specialist teacher and focus on skill development, fundamental and specialised movement skills, movement concepts, tactics and strategies.

Through Health and Physical Education, students develop knowledge and strategies to enjoy active and healthy lifestyles. They develop awareness that health is multidimensional and explore personal behaviours that influence health and physical activity. Students understand that health and physical activity involve concepts related to:

- *behaviours, health resources and environments that influence health*
- *body awareness, fundamental movement skills, health related fitness and participation in physical activity*
- *personal health and development.*
- *Individual, social and cultural influences on identity, self-management and relationships.*
- *factors influencing individual and group health*

Students propose and implement actions that promote personal health and participation in physical activity. They participate in a range of physical activities and reflect on actions, participation and outcomes. Evidence is gathered about:

- *knowledge, understanding and application of concepts, facts and procedures related to health and physical activity*
- *application of processes and strategies to promote health and physical performance*
- *communication using appropriate language and modes.*



# *Our school curriculum*

## *Discipline/Specialist studies - Studies of Society and the Environment:*

Through SOSE, students make sense of their world by investigating societies and environments. They understand that societies and environments involve concepts related to:

- *events, people's contributions, and the stories of local communities*
- *changes and continuities over time, and different interpretations of events, individual and group achievements interactions and interconnections between human activities and environmental characteristics and processes*
- *cultural diversity and cohesion of communities*
- *features of local natural, social and built environments*
- *the organisation of groups in local communities to meet basic needs, and share values and common interests*
- *material and non-material aspects of cultures, identities and cross-cultural contact*
- *local systems that are used to govern and make rules and laws.*
- *decision-making systems, civic institutions and citizenship principles and values.*

Students develop knowledge of their relationships with other people and places, and identify values in everyday situations. Students ask questions, gather information and evidence, and identify different understandings and viewpoints in sources. They use and make judgments about information and evidence in order to share ideas and plan actions that contribute to their communities. Students communicate using different types of texts for different audiences and social purposes. They reflect on investigations to describe values and review new understandings.

Evidence is gathered about:

- *knowledge and understanding of concepts, facts and procedures related to societies and environments*
- *application of inquiry processes to investigate, draw conclusions and plan responses in everyday situations*
- *communication using appropriate language and text types.*



# Our school curriculum

## **Discipline/Specialist studies - LOTE (Japanese)**

All students from YrP-7 participate in weekly LOTE Japanese (Languages Other Than English) lessons taught by a specialist teacher. Through LOTE (Japanese), students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures. They develop the skills needed to communicate in Japanese. They expand their understanding of their own languages, cultures and identities through engagement with and use of the Japanese language and culture. They explore alternative ways of experiencing, acting in and viewing the world and understand the importance of bilingualism and multilingualism in our contemporary society. Students learning LOTE (Japanese) understand and appreciate the diversity expressed in languages and the influence of language on culture.



## **Discipline/Specialist studies - Technology Education:**

Through technology education, students understand that the designed world has been developed to meet needs and wants. They understand that technology involves concepts related to:

- *technology in everyday life*
- *influences and impacts of technology on individuals, communities and environments*
- *combination of information, materials and systems with techniques and equipment to make products*
- *manipulation of information, materials and/or systems to create products, meet design specifications and enhance quality*
- *creation of products through investigation, ideation, production and evaluation to match specifications and standards.*

Students investigate and analyse design and production processes. They generate and communicate personally relevant design ideas. Students manipulate resources to make products that meet needs and wants. They learn ways to reflect on and appreciate their own and others' ideas and approaches to the design process. Evidence is gathered about:

- *knowledge, understanding and application of concepts, facts and procedures*
- *use of processes to design, make and evaluate products that meet design challenges*
- *selection and use of resources and techniques to create products to match design ideas.*

# Our Kitchen-Garden Program

All students from P-7 participate in our new Kitchen Garden Program.

The aim of our Kitchen-Garden Program is to introduce pleasurable food education to our students. Our program emphasizes the flavours as well as the health benefits of fresh, seasonal food. Dishes cooked and prepared reflect the vegetables, herbs and fruits grown, season-by-season, by the children in our organic garden.

Our program is designed to be fully integrated into our curriculum as it offers infinite possibilities and opportunities to reinforce literacy, numeracy, science, cultural studies and all aspects of environmental sustainability. In addition, our Kitchen Garden Program delivers observable social benefits to all of our students.

## **Our story so far...**

Our Kitchen Garden project began with design and construction of our facilities in 2011 and has already evolved into a stunning garden producing organic fruit, vegetables and herbs. Our community has rallied to establish 5 large irrigated garden beds, a budding orchard of fruit and nut trees, composting systems and worm farms. Our well equipped commercial-grade kitchen is up and running with all classes participating in the program to deliver delicious and nutritious foods each week.

## **Get involved...**

Parents or community volunteers with expertise or a passion and who are interested in becoming involved in our Kitchen-Garden Program are most welcome. Please contact our school office for more information or to volunteer.



# *Our ICT Skills Program*

Students live in a technological world where information and communication technologies (I.C.T's) are integral to everyday situations. I.C.T's include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated.

At Conondale State School we believe that the many components of I.C.T's are an important part of student learning and are integrated across the curriculum. Our I.C.T Skills Program is delivered by classroom teachers and supported by a specialist I.C.T teacher-aide position. Our students receive regular ICT lessons to ensure they develop competencies in using ICT's productively.

It is important that our students learn about I.C.T hardware and software in order to prepare them to interact with new technologies and become adaptive to the changes in technologies around them in their everyday life. Applying I.C.T's as a tool for learning assists students to become competent, discriminating, creative and productive users of I.C.T's. Learning in a variety of curriculum areas through I.C.T's affords students and teachers an array of enriching and exciting experiences. At Conondale State School, I.C.T's are integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

Our I.C.T Skills Program lists all essential learning's for students at different phases of their schooling. These essential learning's highlight the ways our students must interact and relate to I.C.T hardware, software, peripheral devices and digital systems.

## *Our ICT resources*

Our students are well supported to develop competencies at using ICT hardware and software efficiently and productively. All classrooms at our school feature interactive whiteboards, data projectors and a hub of modern computers all for student use.

Whole school resources for student use also include a class set of digital cameras, digital video camera and software, podcasting/vodcasting equipment and software and robotics equipment.

All ICT resources at our school are routinely replaced to ensure they are in good working order. Our school employs a systems technician to maintain our school ICT equipment and systems.

Students and parents are required to complete an '*ICT use agreement*' form upon enrolment. This form provides guidelines for responsible and appropriate use of school ICT resources by students. At the beginning of each school year students are reminded of these expectations.

### **Personal Technology Devices at our school:**

Conondale State School recognises the importance and educational value of personal technology devices. Students at Conondale State School will learn to use these devices to communicate, to create and to learn. Students may bring personal technology devices like smart phones or MP3/MP4 players to school, though it must be remembered that this is at the risk of the student. At all times such devices must be brought in consultation between students and parents, as there is a risk of damage or theft. Staff recommend that such devices are handed to school staff or to the office for safe keeping when not needed for educational reasons and may be collected at the end of the day.

When personal technology devices are brought to school, they must be turned off and out of sight during assemblies or classes and may not be used at morning tea and lunch breaks or before and after school. At times students may be invited to bring personal technology devices on school camps and excursions. At these times, devices may only be used in consultation with the camp/excursion coordinator. The camp/excursion coordinator, for example, may allow students to use these devices on transit, but not while at venues and participating in activities.

# *Our student support strategy*

## ***Our expert teaching team:***

At Conondale State School we are fortunate to have a teaching team that are extremely dedicated, caring and supportive. Our role as a school and as educators is to make a positive difference to the lives of our students and to support our student's academic, physical and social and emotional development. Our school community recognises that highly effective teaching practices are the key to improving student learning at our school. We recognise that improvements in student learning are dependent on the quality of our teaching team and on the continued development of teaching practices.

Our school gives very high priority to assisting teachers to continue to develop and to share deep understandings of how students learn. It is an expectation at Conondale State School that all teachers will be highly committed to the continuous improvement of their own teaching and will be focused on the development of knowledge and skills required to improve student learning.

Staff are supported through regular and targeted professional development. Every year all staff at our school complete *Individual Development Plans* as part of our *Developing Performance Framework* implementation. In these plans our staff identify professional strengths, areas for further development as well as areas where they are willing to coach other members of staff. Professional development opportunities are provided to staff based upon these personal requests, negotiated targeted individual support, systemic initiatives as well as school-based priorities.

At Conondale State School, we ensure that opportunities are created for teachers to work together and to learn from each other's practices. We encourage mentoring and coaching as a way to build teacher capabilities. Teachers visit each other's classrooms and welcome opportunities for other members of staff and school leaders to observe and discuss their work with them.

## ***Our improvement targets***

At Conondale State School, we hold firm to our belief that all students are capable of improvement and academic success. As such, we have developed explicit and clear school-wide targets for improvement in the areas of *Reading, Writing, Spelling, Grammar & Punctuation* and *Numeracy*.

Our targets include school-based benchmarks for attainment in the areas of *Reading* and *Spelling*. We also have developed a series of targets as part of our National Partnership Agreement. These targets are linked to student performance in the Literacy and Numeracy NAPLAN testing each year and focus on all areas of the testing. Our targets ask for % improvements in all areas across all band levels. These percentage improvements are set at a 14% (Yr 3), 13% (Yr 5) and 11% (Yr 7) annual positive shift in all band levels. This strategy ensures that we are focussing on all students, including those at the higher or lower ends of the achievement scale.

## ***Differentiated classroom learning:***

In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers at Conondale State School closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. This differentiation of learning is based on the strong belief that:

- *students learn in a variety of ways;*
- *students have individual strengths and challenges;*
- *students are at different stages in their learning and may be progressing at different rates;*
- *teaching opportunities should cater for different learning styles of all students;*
- *teaching opportunities should cater for different learning needs of all students;*

- *all students are capable of learning successfully if motivated and given appropriate learning opportunities;*
- *all students, including high-achieving students, must be appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests and motivations;*
- *teachers need to closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making;*
- *teaching experiences should include ongoing assessment that influences planning of future teaching experiences.*

**Our whole-school approach to student intervention:**

Our whole-school approach to student intervention is based on our belief that all students are capable of improvement and academic success. Our whole-school intervention approach focuses on providing evidence-based instruction, continuous data monitoring, timely identification of non-responsive students and use of response data to change the intensity or type of intervention. Using student achievement data, our student intervention process focuses on all students within our school, including those who do not meet national, state and school-based literacy and numeracy achievement standards and expectations.

Our whole school approach to student intervention:

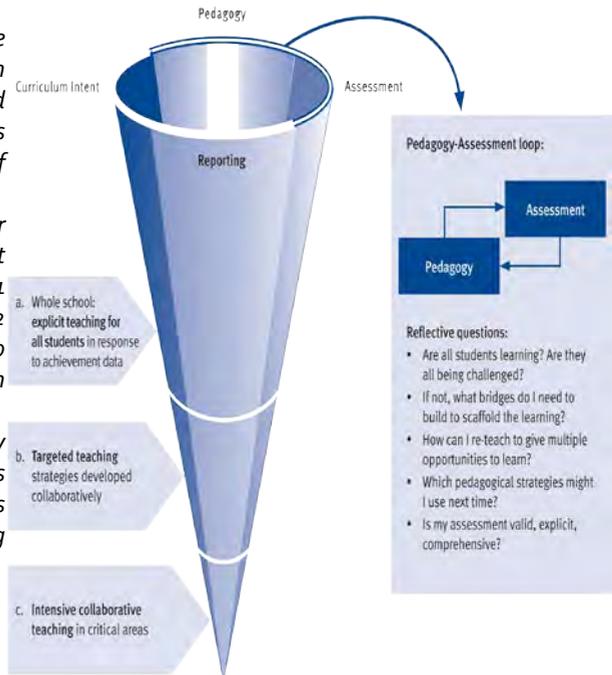
- *Uses NAPLAN and State standards as well as school-based expectations in determining the need for intervention;*
- *Uses classroom-based assessment tools in targeting areas for intervention;*
- *Provides support to teachers in making intervention decisions;*
- *Coordinates all school literacy and numeracy resources in a collaborative approach to intervention;*
- *Uses student achievement data to measure the effectiveness of intervention.*

Our whole-school approach to student intervention conceptualises literacy and numeracy intervention within three layers.

**Layer 1** *Whole-school action at the intervention points of curriculum design, pedagogical practices and quality assessment that is responsive to patterns of underachievement in school data.*

**Layer 2** *Targeted group interventions for particular cohorts who have not responded to the layer 1 intervention. Layer 2 interventions are designed to assist identified students in meeting age cohort expectations.*

**Layer 3** *Intensive interventions (usually involving specialists) for students who have not responded to layers 1 and 2 interventions in meeting age cohort expectations.*



### ***Identification of student needs***

Formal identification of students requiring additional support occurs on a regular basis through our quarterly Student Support Meetings. These meetings are a key strategy our school implements to determine the progress of student's academic, physical and social and emotional development. Our Student Support Meetings are lead by our School Principal, Support Teacher (Literacy and Numeracy) and our NP Literacy Coach. Class teachers play a key role in these meetings and are released from class duties one at a time to participate in these meetings each term.

Our Student Support Meetings have 3 main objectives:

1. Opportunities to share and analyse achievement data of all students within our school;
2. Determine intervention and support strategies required for students:
  - *Identify groups of students/cohorts requiring additional assistance to meet age cohort expectations at Layer 2;*
  - *Identify and prioritise individual students requiring the development and implementation of specific learning support and/or intervention programs at Layer 3.*
3. Opportunities to discuss evidence-based strategies that can be implemented by class teachers to assist with the continued improvement of student data.

These objectives are based on two primary reflective questions for administrative and support staff: "What can we do at our school to support students directly?" and "What can we do at our school to support teaching staff to support students?"

Other support staff often participate in our Student Support Meetings as required, including our school's Guidance Officer, Speech Language Pathologist, Behaviour Support Teacher, School Chaplain and Literacy and Numeracy Support Teacher Aides.

### ***Targeted use of our school resources:***

Our school invests significantly in student support programs across our school. Within our annual school budget a significant percentage of school funds are utilised to implement our support programs each year. We apply a range of resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students.

***A full copy of our school's Student Support Program is available from our school office.***



# Our whole school homework policy

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. Homework can engage students in independent learning to complement work undertaken in class through revision and critical reflection to consolidate learning (practising for mastery). Homework may also pursue knowledge individually and imaginatively (investigating, researching, writing, designing, making).

The setting of homework at Conondale State School takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

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

- *In the Prep Year, generally students will be set home-reading and sightwords only for homework;*
- *Years 1-3: Could be up to but generally not more than 1 hour per week;*
- *Years 4-7: Could be up to but generally not more than 2 hours per week.*

Appropriate homework is that which:

- *enhances student learning;*
- *is revision of work studied in class;*
- *is purposeful and relevant to students needs;*
- *is appropriate to the phase of learning (P-3, 4-7);*
- *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.*

Students can take responsibility for their own learning by:

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

It is an expectation that all students complete set homework tasks every week. The following consequences may apply for non-completion:

- *Students who fail to complete homework will be provided with opportunities to complete this homework during school hours. This time may be during students lunch times. This step is not classified as a formal detention.*
- *Students who repeatedly fail to complete set homework tasks may be given a formal detention to complete tasks and reflect on improving study habits.*

Consequences for non-completion of homework will be given in consideration of students age and level of non-completion.

***A full copy of our school's homework policy is available from our school office.***

# Our reporting process

At Conondale State School our teachers plan the curriculum so that students have multiple opportunities to achieve and consolidate the intended learning. Assessment is used continuously throughout the school year to both guide future teaching, as well as for reporting achievement levels to students and parents.

Our school distributes a formal written report twice per year for every student from Prep to Yr 7. The purpose of reporting to parents is to ensure that parents are:

- *kept well informed about their children's progress;*
- *given information about achievement and progress in both academic and non-academic areas of learning;*
- *informed about both strengths and weaknesses of their children; and*
- *provided with pertinent and constructive advice about how they can support their children's learning.*

Our reports cards also give students a sense of how they are going and in what areas of the school curriculum they might need to improve.

Our twice-yearly report provides a summary of student progress against clear age-appropriate achievement expectations and standards in a range of academic and non-academic aspects of schooling. Our written reports cards also provide a basis for parent-teacher face-to-face reporting twice a year.

A five-point scale is used for reporting in Years P-7 to indicate the quality of the learning in different areas (below):

Standards at our school are high and we strive for all students to be achieving at or above their age-appropriate level. For the purposes of reporting, our school grades student achievement at an age-appropriate level as a 'C' or 'Satisfactory' score. Students achieving results at least 1 year above their age-appropriate level are graded as an 'A' or 'Very High'. Students achieving results at least 1 year below their age-appropriate level are graded as an 'E' or 'Support Required'.

Decisions about learning quality or 'how well' students achieve, will depend on the student's learning of both the breadth of the intended curriculum and depth of learning as demonstrated by their ability to independently apply that learning in a range of contexts. The intended curriculum then, describes what the student has been given the opportunity to learn while the standards, as indicated through the achievement ratings, describe how well the student has learned what was intended.

To decide on an achievement rating for how well the student has achieved this learning, the teacher makes an 'on-balance'/overall judgment based on a range of rigorous and authentic assessment processes, and decides on the achievement code – standard – that best 'captures' the student's depth of learning. This may involve informal moderation among peers to strengthen comparability of teacher judgment. School benchmarks also have been developed for English and Maths to guide teachers to determine the extent of student achievement in these areas.

<b>Years P-3</b>	VERY HIGH	HIGH	SATISFACTORY	DEVELOPING	SUPPORT REQUIRED
<b>Years 4-7</b>	A	B	C	D	E

# Our chaplaincy service

Our school is extremely fortunate to host a chaplaincy service to our school community. Our school chaplain, Jeshanah, is an extremely valued member of our school and community.

Our chaplain's role is to enhance the life and culture of our school. Jeshanah works with students to ensure they are happy and have friends. She assists them with emotional and social issues.

Our chaplain does not provide religious instruction to our students. At times Jeshanah may work with individual students regarding issues of *holistic spirituality*. This is only done when a child brings up the topic, and only when a parent has provided consent.

A major role of our school chaplain is to provide support to parents and community members. Boyd provides support to a number of community members in times of permanent or temporary distress, grief or hardship.

Family Fun Days are a regular part of our annual calendar. The focus of these days is fun, family bonding and community participation. Family fun days have involved family bike rides, bush walks, sports days and 4WD treks

Our Local Chaplaincy Committee meets every term. Parents interested in being involved in our L.C.C should contact Jeshanah for more information.



# Our student Leadership program

Our school's Student Leadership Program is designed to develop student skills, give opportunity for leadership and strengthen internal fortitude and resilience. Our program is very different to leadership programs operating in most other primary schools. School leaders are not based on a popular vote. Our program involves all of our Yr 7 students and focuses on the development of leadership skills in our students, providing opportunities for all of our students to practice and strengthen these skills.

Our school provides many opportunities for our students to develop effective leadership skills and our school staff continually monitor student progress. We award students the title of '*Student Leader*' based upon their own personal leadership journey, effort and achievement. There is no limit to the number of students each year who can be awarded the title of '*Student Leader*'. All school staff as well as student peers assess whether or not each student is deserving of the title of '*Student Leader*'. There are two award ceremonies each year to provide students with opportunities to improve and develop. The components of our program include:



- *being a good role model at our school (continual monitoring);*
- *servicing our school as an effective 'Duty Officer', giving messages on daily parades and managing lunchtime sports equipment (continual monitoring);*
- *active participation at the National Young Leaders Conference;*
- *active participation at our annual Leadership Camp (Term 1);*
- *shared development of Year 7 area (continual monitoring);*
- *organising lunchtime activities for younger students (continual monitoring);*
- *assisting at whole school functions and events (continual monitoring);*
- *servicing our community by raising charity funds (various throughout year).*

In recognition of the benefits that the school derives from having strong and positive Year 7 leaders the school acknowledges successful applicants with the awarding of a Leadership Shirt and Certificate. Our school leaders will also be invited to participate in the annual leadership outing in December. Students who do not complete all aspects of the program successfully will not be involved in either of the acknowledgment activities.



# *Our school camp and excursion policy*

Excursions and camps are important components of our school curriculum that support classroom learning and help with the social and emotional development of students. Throughout the school year students will be involved in academic, sporting and personal development activities during class lessons, but also through a number of camps, incursions and excursions.

## *Minimum requirements:*

It is expected that all students in our school are involved in curriculum-based incursions and/or excursions throughout the school year. It is recommended that class teachers plan at least one incursion/excursion each semester to support classroom learning or leadership/personal development, considering financial demands on families. Teachers must also take into consideration the age of the children when planning activities.

## *Our school camp cycle:*

All students from Year 4-7 are involved in our annual camp program. Camps are a fantastic way for students to build friendships and develop independence and organisation skills. Due to this priority on building students independence, parents are not invited to attend school camps (unless extenuating circumstances apply). This policy is not meant to reduce parental involvement in the life of our school, but is aimed at allowing students the freedom to learn these important skills as they grow and mature.

Our camp program works on a 3 year cycle:

<i>Year A</i>	<i>Runaway Bay Camp (2014, 2017...)</i>
<i>Year B</i>	<i>Tallebudgera Camp (2015, 2018...)</i>
<i>Year C</i>	<i>Canberra/Ski trip (2016, 2019...)</i>

Our Year 7 students also participate in our annual Leadership Hiking Trek (Term 1) and our annual Primary-High School Transition Canoe Trek (Term 4).

## *Sport competitions*

All students from Years P-7 at our school are involved in annual inter-house sports competitions at our school. All students from Years 4-7 at our school are also involved in regular inter-school sports competitions with students from neighbouring schools.

## *Costs*

At all times our school and P&C Association will work together to try to ensure costs are kept to a minimum. Our school makes no profit on excursions or camps. At times minor funds may remain in excursion/camp budgets at the conclusion of the event. When this occurs, remaining funds are re-invested to financially support other similar events for our students. These decisions will be made by the school Principal.

***A full copy of our school's Camp and Excursion Policy is available from our school office.***

# Our Active After School program

Our school is extremely fortunate to be a participant in the Active After School program. The Active After School program is a national initiative, funded by the Australian Sports Commission, that provides primary school children with access to free, sport and other structured physical activity programs.

The Active After School program has been successfully implemented at our school since 2005. Our Active After School program operates three afternoons per week. Community coaches and supervisor implement our program, providing our students with experiences from a range of sports and other physical activities.

The overall objectives of our Active After School program are to:

- *enhance the physical activity levels of our students;*
- *provide increased opportunities for inclusive participation in quality, safe and fun sport and other structured physical activities;*
- *stimulate local community involvement in sport and other structured physical activity.*

Our Active After School program aims to provide our students with a positive and fun introduction to sport and other structured physical activities, which motivates them to be active for life. This is achieved through a philosophy based on the 'game sense' approach to coaching, called 'playing for life'. This philosophy creates a fun and inclusive environment for the introduction of sport and other structured physical activities. Our 'playing for life' philosophy ensures children have a positive and successful experience through the use of games that are continuously modified to challenge and engage.

Students are provided with a registration form at the beginning of each school term listing the three new sports being offered that term. Students are provided with a free afternoon tea before participating in the one hour Active After School session.



## Our school pride

We are extremely proud of our school and the accomplishments of our students. From time to time our school publishes content and photographs advertising outstanding student performances and school events locally in the school newsletter and regionally in various other media such as local newspapers, TV, radio, or our school website.

This promotion of our school and students is a vital component of our school and its daily operations. At all times content published by the school is in the interests of celebrating student achievement and promoting and spreading the good word about our school and community.

Parent permission is required for our school to include students work samples, photographs, video or soundtracks in such publishing and promotion activities. 'Publishing Agreements' are included in enrolment packs for all new students.

# Our code of school behaviour - A shared responsibility

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- *The rights of all students to learn;*
- *The rights of teachers to teach;*
- *The rights of all to be safe.*

The Queensland Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

The Queensland Code of School Behaviour outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

*A full copy of the Qld Code of School Behaviour is available from our school office.*

## Our responsible behaviour plan for students

Our school has a well developed Responsible Behaviour Plan for Students. Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. At Conondale State School we are committed to and value:

<b>Excellence</b>	<i>Setting standards and delivering high quality educational services;</i>
<b>Inclusiveness</b>	<i>Recognising diversity and treating people with respect and dignity;</i>
<b>Participation</b>	<i>Encouraging community participation and involvement of parents/carers in partnership in schools and supporting young people's access to diverse learning pathways;</i>
<b>Safety</b>	<i>Creating safe and tolerant learning environments for all students, teachers and staff;</i>
<b>Accountability</b>	<i>Upholding the standards community, parents/carers and government set for effective performance of educational and professional services.</i>

Our school community identifies a strong link between student's academic abilities, behaviour and their own feelings of value and worth. For this reason, our school community highly values the development of positive student-staff relationships at our school. School staff, students and parents must work together to ensure curriculum programs are appropriate for individual students that allow students to succeed in their own learning programs and develop a positive approach to their own education and schooling.

All areas of Conondale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Conondale State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Conondale State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Our school uses a range of proactive and preventive strategies that:

- *maintain our positive school culture*
- *facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching*
- *promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop*
- *foster mutual respect*
- *encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.*

Our whole school approach shapes, supports and recognises appropriate behaviours in all students. We promote positive behaviours by our students using a range of school-based strategies including those listed below:

- *Fostering positive staff-student relationships*
- *Developing positive student relationships*
- *Gold pass days*
- *Student of the Week awards*
- *Gotcha cards*
- *Individual class rewards/praise*
- *Duty officers roles for Yr 7 students to promote positive role models amongst our student body*
- *Leadership programs to develop specific skills for senior students*
- *Discussions at daily parade to reward positive behaviours in the school community*
- *Internal class celebrations*
- *Sending positive student work to buddy teachers established within the school*
- *Sending positive student work to the Principal for reward*
- *Promoting positive behaviours within the school newsletter*

### **Consequences for unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

At Conondale State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Whilst the focus of our school's Responsible Behaviour Plan is on proactive and preventive whole school approaches, certain types of behaviour are considered unacceptable by our school community and require specific consequences to be given to students involved.

These consequences are applied to:

- *provide the opportunity for all students to learn;*
- *ensure the safety of staff and students;*
- *assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.*

Student behaviour that does not comply with the expected standards of behaviour is not acceptable. In all cases early intervention and support is sought from parents/carers. In severe incidences, the school will seek assistance from the Queensland Police when there is a suspicion that unlawful behaviour has taken place.

The range and level of responses and consequences for student behaviour that is not consistent with our standards are assessed using a level system. The levels system gives students, staff and parents a consistent structure for school discipline. It provides the classroom teacher with support in discipline and establishes a framework that allows the student to make decisions about their behaviour in the full knowledge of the positive and negative consequences.

***A full copy of our Responsible Behaviour Plan for Students is available from our school office.***



# *Our student dress code*

Our student dress code consists of an agreed school uniform that our students wear when:

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

Our school uniform includes the following clothing to be worn by students:

- *School collared polo shirt;*
- *School sports house collared polo shirt (Kingfisher/Wallaroo);*
- *Navy shorts (unisex);*
- *Navy skort (girls only);*
- *Navy school fleece jumper, school zip jacket or plain navy jumper;*
- *Navy tracksuit pants (no denim);*
- *Wide brimmed navy school hat;*
- *Closed in shoes (suitable for physical activity).*

All of these uniform items are available for sale from our school's uniform shop. Navy shorts do not feature our school logo or name and may also be purchased from other apparel retailers. Reasonable length shorts are essential.

Our student dress code 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; and*
- *developing mutual respect among students by minimising visible evidence of economic or social differences.*

Our student dress codes reflect school community standards and is consistent with occupational health and safety and anti-discrimination legislation, as well as our schools Sun Safety Strategy.

At all times, including 'Free Dress Days', students must wear acceptable dress standards to school. Acceptable or reasonable dress refers to clothing or apparel that would be socially acceptable.

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; and*
- *Likely to result in a risk to health and safety of student or others.*

Where a student is reasonably dressed, but does not conform to student dress code, our school can:

- *Offer appropriate item/s from bank of clothing/uniforms held at school;*
- *Inform parents or carers of incident and, if necessary, discuss further; and*
- *Use, together with representatives of school community, appropriate conflict-resolution or mediation if student persistently fails to observe student dress code.*

It is the responsibility of the parent to ensure that students are:

- *Dressed appropriately and in the full school uniform at all times.*

It is the responsibility of our school to ensure that students are not:

- *Excluded, suspended, or at risk of having their enrolment cancelled for not complying with student dress codes;*
- *Given any sanction that damages their academic or external career prospects such as negative mentions in references or school reports;*

- *Prevented from continued participation in essential curriculum activities, except where necessary for reasons of safety (in which case, alternative educational activities are provided); and*
- *Disadvantaged where required dress code items are not available because of circumstances beyond the control of the student and/or the student's parent/carer.*

At times our school will need to work collaboratively with parents to ensure equity issues are managed and reasonable demands are placed on parents to dress students appropriately. In resolving matters of student dress codes, our school will always consider:

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

Our student dress code has been approved by our school's P&C Association.

Our P&C Association operates our school uniform shop every Tuesday morning. A current price list is available from our school website.

## *Our sun protection strategy*

In view of the dangers of overexposure to the sun in Queensland, Conondale State School has developed a Sun Protection Strategy to ensure our students are protected from the dangers of overexposure to the sun and educated with appropriate sun safe behaviours.

Our school is committed to our sun protection strategy. We demonstrate this commitment by:

- *providing effective educational programs on sun safety and preventive measures;*
- *providing flexible planning of activities to reduce, as far as practicable, time spent by students in the sun between 10.00am and 2.00pm;*
- *maximising the use of available shade for outdoor activities. Our school enjoys a large number of covered play spaces of varying sizes;*
- *including shade tree planting and caring programs. Our school enjoys a large range of natural shade areas at our school;*
- *considering sun protection when determining or reviewing school uniform designs. Wide brimmed hats are a compulsory component of our student dress code;*
- *requiring all students to wear swim shirts during all water-based activities, with the exception of competitions and carnivals;*
- *providing SPF 30+ broad spectrum water resistant sunscreen for students to use on uncovered areas of the skin, such as the face and the back of the hands for all outdoor activities;*
- *insisting all student apply SPF 30+ broad spectrum water resistant sunscreen during all extended outdoor activities;*
- *considering sun protection in relation to parents and citizens association projects and activities;*
- *promoting the importance of parents, teachers, ancillary staff and voluntary helpers as role models for students in relation to sun protection strategies.*

Our sun protection policy has been approved by our school's P&C Association.

Conondale State School is a SunSmart School.

## *Our fees/levies schedule*

Conondale State School does not charge any school fees for tuition or for facilities.

Students do need a range of resources for school each year. To assist parents with this, our school offers a text/consumables service to parents. This service is operated on an 'opt-in' basis and parents will need to complete a *Text book/Consumables Payment Scheme* form to participate.

Parents involved in our *Text book/Consumables Payment Scheme* will be invoiced a charge of **\$65** per student per year to cover the costs of all stationery items, art equipment, personal maths equipment (eg: calculator), and other classroom consumable items throughout the school year. Parents are also charged the cost price for student text books and Qld Arts Council performances - our school makes no profit on these items. Our *Text book/Consumables Payment Scheme* is always well received by our parents and it represents excellent value for money for parents because our school receives excellent GST-free government contract (bulk) prices on all of these items. The benefit for our school with full participation in this scheme is that teachers know that all students have the correct equipment for learning.

Parents are able to make payments throughout the school year for the *Text book/Consumables Payment Scheme*.

Parents who do not complete and return a *Text book/Consumables Payment Scheme* form will be expected to purchase all stationery and consumable items and text books themselves. Class teachers can compile a list of required items, upon request.

## *Our emergency procedures*

Our highest priority at Conondale State School is the safety of our students. As such our school has developed '*Emergency Evacuation*' and '*Emergency Lockdown*' procedures. These procedures are practiced on a regular basis to ensure all of our staff and students are well aware of procedures to stay safe during times of present danger.

Our '*Emergency Evacuation*' alarm is signalled during times when there is a clear danger to students in classrooms and around the main area of our school. Such examples of emergencies include fire. Our procedure is engaged by the sounding of a constant alarm. All staff and students proceed in an orderly manner to our school evacuation point on the bottom school oval.

Our '*Emergency Lockdown*' procedure is signalled during times when there is a clear danger in the school grounds and it is deemed essential that all school members remain inside classrooms. Such examples of lockdown emergencies include 'wild' animals or aggressive people within our grounds. Our procedure is engaged by the sounding of a dashed alarm. All staff and students proceed to the closest room and school staff ensure all entry points are secure.

Copies of our school's '*Emergency Evacuation*' procedure and '*Emergency Lockdown*' procedure are on display in all rooms throughout our school.

## **Other relevant information**

NO SMOKING is allowed on our school site.

### **Accidents:**

At all times, staff work to ensure the safety and well being of our students is maintained, in accordance with Workplace Health & Safety requirements and Education Queensland guidelines to limit and manage risk. All school staff are trained in CPR, defibrillator use and First Aid as part of our annual Professional Development program.

In the event that your child is injured in the course of a school day or while participating in school activities which we feel necessitates expert attention, the Queensland Ambulance Service will be called and your child will be taken to the nearest available hospital. Parents will be contacted as soon as possible.

In the event of minor injuries not requiring ambulance or hospital referrals, classroom teachers will communicate with parents directly.

### **Bikes/scooters etc:**

Bikes, scooters, skateboards and other similar equipment are not to be ridden within school grounds. Bike racks are provided inside our school grounds. It is recommended that students secure bikes etc by using some form of safety chain. The bike racks are out of bounds during school hours.

**Students are required by law to wear approved safety helmets.**

### **Dental care:**

The Sunshine Coast Oral Health Service has a number of dental clinics throughout the Sunshine Coast Region, including the mobile dental van which visits our school periodically. All students are entitled to free dental treatment through this service.

When the mobile dental van is coming to our school parents will be notified through our school newsletter and medical consent forms will be issued to all students. Parents will need to ensure that these are completed and returned to our school office so that students will receive their dental examination and treatment. Parents/Caregivers may choose to attend with their child.

### **Early departure:**

Parents must report to the office to sign out all students departing school before 3.00pm.

### **Jewellery:**

The wearing at school of any form of jewellery is not recommended. This is because of the potential injuries that may occur through, for example, the innocent tugging of a necklace, bracelet or earrings; or accidental injury caused through scratching by rings worn by children, particularly during sporting and physical education activities. Any jewellery worn by students must be appropriate and non-offensive, complying with our school's student dress code. No responsibility is taken for the safekeeping of any form of jewellery worn by students.

### **Lost property:**

It is important that all items are labelled with the child's name so that they may be returned to the owner when found. Our school has a lost property bin for all lost and found items. It is the responsibility of parents and students to regularly check this bin for personal items. This lost property bin will be emptied out at the end of each semester and any un-named items will be donated to local charities.

### **Medication:**

All student medication must be sent directly to the school office as soon as the student arrives at school. School staff are not to administer prescription medications, unless they meet the accountability of a written request from a parent/caregiver and the medication includes an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner's name.

The administration of over-the-counter medications, including analgesics and homeopathic medications, are subject to the same accountabilities as prescription medications. However, as many over-the-counter medications will not have an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner's name, a letter from a medical practitioner will need to be provided to authorise administration of this medication by school staff.

### **Payments:**

All payments for school levies, excursions, camps and fundraising must be sent directly to the school office as soon as students arrive at school. Students are not to hand money to class teachers. This ensures that all money is secure and accounted for at all times.

Payments should be sent in a sealed envelope, labelled with the student's name, class, amount and purpose (eg: Yr 4 science excursion). A tax invoice will be issued once this payment has been received.

Parents should keep all invoices sent home by the school as parents may be eligible for tax rebates or deductions for some payments (check latest ATO information for eligible education deductions - [www.ato.gov.au](http://www.ato.gov.au)).

### **School buses:**

Free school bus travel is provided by the Queensland Government for all students to their nearest state school. Our school has three bus services operating for our students. Parents will need to contact local bus providers for more information. See the school office for current phone numbers.

### **School visitors:**

All visitors to our school must report directly to our school office to sign in to our Visitor/Volunteer register. Upon leaving, visitors must also report to the office to sign out of the register. This policy ensures:

- *we can monitor all people entering and leaving our school;*
- *our students remain safe from harm;*
- *we are aware of all people within our school, in case of emergency.*

### **Blue cards:**

Student protection fact sheets are available from our school office. All non-parental visitors to our school including tradespeople, education providers, will be handed a fact sheet when reporting to our school office. This fact sheet outlines important information for our visitors to ensure that they appropriately manage their behaviour and conduct when on our school site.

All non-parental visitors to our school who are working with our students, or who may have contact with our students, must hold a current Blue Card and have undergone a 'Working with children check'. A Blue Card must be presented to administration staff when signing in at the school office.

\*Please note that parents who are visiting our school in a non-parental role (eg: a parent is visiting our school as part of his/her employment with a local plumbing business) must hold a current blue card and be able to present it when requested by administration staff.

## *Our fundraising efforts*

Our school community work extremely hard to ensure our students have the best opportunity for success. Much of our efforts go to ensuring that our students learn in top-class facilities, with the best resources available. Fundraising is an important component of our school to ensure that these facilities and resources are provided to our students.

As an organisation working closely with our community, we truly understand the financial pressures many of our families face each year. To respond to these pressures, our school rarely asks for donations or fundraising contributions from school families and other community groups and businesses.

Conondale is extremely fortunate to be home to a large number of motor-cross events at nearby Green Park. Our school and P&C Association has built a fantastic partnership over more than a decade with the Sunshine Coast Motor-Cross club, benefiting both of our groups. Every year our school community, through our P&C Association, raises a large amount of funds by catering at these motor-cross events.

Funds raised by catering at these events goes directly into our school, benefiting our students and school community enormously. This fundraising is only possible because of a dedicated group of parents and community volunteers. Past funds have contributed toward us building our large covered outdoor learning area, building new playground extensions, discounting costs of school camps (including our Canberra/Ski trip), supporting Gold Pass Days and other special events and facilities.

You are invited to help us at these events :) Volunteering is a great way to give back to our fantastic community. Volunteering at our catering events is also a fantastic way to meet other school families. The work is fun, social and not stressful at all.

Contact our school office or our P&C Association for upcoming event dates and further details.

