

COOLABUNIA STATE SCHOOL



2022 PARENT HANDBOOK

INDEX

Forward.....	3
School Purpose and Vision Statement	4
Staff	5
Parents' and Citizens' Association.....	5
Integrated Curriculum.....	6
Mathematics	
English	
Science	
Technology – (Design & Technologies; Digital Technology)	
History	
Geography	
Economics and Business	
Civics and Citizenship	
The Arts – (Art, Music, Instrumental Music, Drama)	
Health and Physical Education - HPE	
L.O.T.E.	
Learning Support	
Program Management.....	18
School Improvement Agenda	
Teacher Non-Contact Time	
Principal's Teacher Release Time	
Student Welfare.....	19
Behaviour Management	
School Routine	
Tuckshop	
School Bus	
Enrolments	
Preparatory Year	
Absence from School	
Late Arrivals / Early Departures	
School ground Maintenance	22
Health Regulations – Education Queensland.....	22
School Dentist	
Community Health - School Nurse	
General Information.....	24
Excursions	
Student Leaders	
Sport / Swimming	
Communication with the School	
Homework	
Reporting to Parents	
Parent Access to Student Records	
Uniforms	
Newsletters	
Money Collection / Notes	
Parents at School	
Use of School Facilities	
Religious Instruction	
Student Resource Scheme	28

FORWARD

This handbook is designed to be a hands-on information source about the school and its functions.

*When problems arise - it can often be the first step towards a solution.
If this is not the case, then the school should be contacted immediately.*

*It is also designed to be a supportive document for new families to our school -
outlining all necessary details.*

We trust you are able to utilize the book's content and find it a useful document.

Coolabunia SS

School Purpose and Vision Statement

Coolabunia State School exists to provide a safe and supportive learning environment that empowers each student to realise his/her full learning potential.



A Coolabunia student will be taught and supported to develop the confidence, independence and motivation needed to deal with life's challenges and opportunities.

Coolabunia State School has as its core a set of values that we hope all who are part of our community will acknowledge and model.

<i>Honesty</i>	<i>Efficiency</i>	<i>Morality</i>	<i>Safety</i>	<i>Reliability</i>	<i>Creativity</i>
<i>Respect</i>	<i>Responsibility</i>	<i>Confidence</i>	<i>Cooperation</i>	<i>Adaptability</i>	<i>Innovation</i>
<i>Expressiveness</i>		<i>Community mindedness</i>		<i>Tolerance</i>	<i>Inclusion</i>

Agreed Priorities

Our school will be striving to develop:-

- *Quality learning outcomes for ALL students*
 - *Motivated, cooperative, independent and team learners*
 - *Responsible decision makers and problem solvers*
 - *A critical awareness of each person's contribution to the community*
-
- **At Coolabunia SS, we RESPECT Ourselves, Others, Things and Places.**
 - **School Motto: 'Strive to Achieve'**

STAFF 2023

Acting Principal	Mrs Vanessa Green
Teachers	Mrs Joan Steffensen-Grant Mrs Vicki Stead (Mon,Wed-Fri) Ms Kylie Kirk (Tues) Ms Rose Searle
Principal's Release Teacher Support Teacher Literacy & Numeracy	Mrs Stacy Needer Mrs Debbie Ogden (STLaN)
Teacher Aides	Mrs Julie Morris Mrs Sandra Ritchie Mrs Penny Brittain
Cleaner Business Manager Grounds	Ms Kris Symmons Mrs Jenny Allan Mr Gary Rogers
<i>Visiting Specialists:</i> Physical Education Music LOTE (Japanese) Instrumental Music Inclusion Teacher	Ms Kylie Kirk (Mon/Wed) Mrs Virginia Salmon Ms Yoko Ueno Mr Matt Phillips TBA.
<i>Contact Details:</i> School Telephone Email Address: School Website: Mobile Telephone:	4160 0333 principal@coolabuniass.eq.edu.au www.coolabuniass.eq.edu.au 0459 877 265

2023 Term Dates

Term 1.....	Monday 23 January to Friday 31 March 2023
Term 2.....	Monday 17 April to Friday 23 June 2023
Term 3.....	Monday 10 July to Friday 15 September 2023
Term 4.....	Tuesday 3 October to Friday 8 December 2023

The Role of the PARENTS' and CITIZENS' ASSOCIATION

The objective of our school P & C, as outlined in its constitution, is to ... "promote the interest of our school by endeavouring to bring about closer co-operation between the parents of the children attending the school, other citizens, the teachers; and generally to foster community interest in educational matters."

In promoting the development of our school, parents are involved in - a variety of fundraising activities which enrich their developing children and parent in-service sessions where new and current curriculum matters, teaching strategies, educational developments and the school's development are discussed and introduced.

The P & C calls on ALL parents and interested citizens to become involved and active in the promotion of our school and the education of our children.

The Australian Curriculum is fully implemented into teaching and learning from Prep to Year 6.

The school organises this curriculum into an annual Whole School Curriculum Plan, which outlines what curriculum areas will be taught each term and how they will be assessed. Units are flexible and may vary from year to year to address changing year level combinations.

“Every Student Succeeding” is the State Schools Strategy 2016-2020.

Every school’s purpose is to prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy.

School improvement is driven by:-

- creating successful learners
- ensuring teaching quality
- Principal Leadership and Performance
- School performance
- Regional Support
- Local decision making

Each school has clear curriculum planning and assessment targets to work towards the maximum learning of all students.

At Coolabunia, we strive to plan our curriculum so that it is relevant to the children’s needs, now and for the future.

Below, we present an overview of all key learning areas in order to show you what types of learning are carried out at this school.

In each case we attempt: - to outline the rationale behind each key learning area; to indicate some of the types of learning activities that the children experience; and to suggest ways in which you as parents can help at home.

AUSTRALIAN CURRICULUM - MATHEMATICS

Aims

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Content structure

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Learning Activities

To cater for your child’s way of learning, activities will be structured to include;

1. Working with materials. Materials in common use will include blocks, counters, straws, bundling sticks, paper shapes, MAB blocks and tessellations shapes.

2. Using technology. Devices used will include instruments to measure length, area, volume, mass and time. Calculators and computers are fully utilized.
3. Demonstrations. The demonstration of mathematical ideas, relationships and applications in practice can be carried out by teachers, individual students, group of students and visitors to the classroom.
4. Using pen-on-paper. Writing about mathematics can involve explaining ideas, drawing diagrams, recording calculations and manipulating symbols.
5. Discussing mathematics. Discussion should occur between student and teacher, student and student and student and parent.

How can parents help?

Think for a moment about what you could teach your child every time you plant a garden, prepare a meal, play sport, plan a holiday or party ... take out a loan or read a timetable. You are demonstrating, in a very real way, that mathematics is part of everyday living. The mathematics used at home and at work (measurements and calculations) is an important part of the mathematics children learn at school.

Mathematics holds a natural fascination for children. Some of the ways parents can help foster and develop this and reinforce the child's learning include:-

1. When shopping, ask students to compare prices and sizes in order to select the best buy.
2. When cooking, ask students to estimate the amount of flour, volume of milk or length of cooking time.
3. Asking students to interpret graphs used in newspapers, magazines, posters, charts and television.
4. Making available games and puzzles involving mathematics.
5. Allowing students to read and interpret road maps during family trips.
6. Asking students to check answers to mathematical problems.
7. Spending a few minutes each day asking some number facts and revising those that are not known.

AUSTRALIAN CURRICULUM - ENGLISH

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Learning Activities

1. Develop skills in listening, observing and speaking by following directions, describing everyday sounds, locating, identifying and classifying people, places and things;
2. Develop sufficient reading skills, both oral and silent, to be able to derive information and pleasure from a range of texts;
3. Develop fluency in reading;

4. Be introduced to literature through activities such as listening to and reading stories and poems, visiting book displays and taking part in oral language experiences;
5. Give and receive messages and directions and develop confidence in using the telephone;
6. Develop their vocabularies through reading, speaking, listening and writing;
7. Learn to use punctuation and to understand its use;
8. Learn the skills of handwriting;
9. Develop comprehension and research skills as they undertake a variety of activities;
10. Explore the language of literature and the mass media;
11. Develop competencies in a wide range of spoken and written genres;
12. Learn to spell words frequently used in their writing;
13. Develop standards of neatness and pride in handwriting and setting out of written work.

How parents can help?

There are a number of ways that families can help children to develop their language. They can:

1. Encourage children to express themselves by showing an interest in what they have to say;
2. Encourage them to listen attentively to others;
3. Help them to learn new words by explaining meanings of words of interest that are heard or seen by them;
4. Take them on visits to friends, relatives; to other districts, towns, cities; to places of interest such as museums, zoos, concerts.
5. Encourage them to read, and talk to them about what they have read;
6. Read stories to them using fluency and appropriate expression;
7. Show an interest in their homework;
8. Teach them to be selective in their choice and use of various forms of media;
9. Provide opportunities for writing and
10. Let them see that you value reading by reading yourself.

AUSTRALIAN CURRICULUM - SCIENCE

Aims

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry

- methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Content structure

The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science Understanding

Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. The Science Understanding strand comprises four sub-strands. The content is described by year level - Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Science as a Human Endeavour

This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence based arguments.

Learning Activities

Students make connections between what they know and learn through 5 inter-related phases – engaging, exploring, explaining, elaborating, evaluating.

How Can Parents Help?

The scope of science is obviously far wider than the confines of the classroom. Many experiences children have at home will contribute towards their learning. Children will often be encouraged to follow up science activities at home.

There are a number of ways you can help - even if you know very little about science:-

1. Talk to your children and encourage their natural curiosity and interest in things around them.
2. Encourage your children to ask questions.
3. Provide materials (simple household products) and simple equipment (bottles, droppers etc.).
4. Keep pets
5. Encourage you children to explore bushland or perhaps join Scouts / Guides.

6. Visit museums.
7. Watch science documentaries on television.
8. Encourage your children to read science books and enter science contests.

AUSTRALIAN CURRICULUM - TECHNOLOGY

Design and Technologies

The Australian Curriculum: Technologies, Design and Technologies specifically aim to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Digital Technologies

In addition to the overarching aims for the Australian Curriculum: Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

AUSTRALIAN CURRICULUM - HISTORY

The Australian Curriculum History specifically focuses on:-

- an awareness of family history and community heritage
- local / national history
- world and Australian history

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens

- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Content Structure

Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

AUSTRALIAN CURRICULUM – GEOGRAPHY

The Australian Curriculum Geography focuses on:-

- Exploring, analysing and understanding the characteristic of the places that make up the world using concepts of place, space, environment, interconnection, sustainability and scale.
- Integrating knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world
- Students questioning and reflecting their connections with the world

Aims

The Foundation - Year 10 Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Content Structure

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry and Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Students learn to think critically about the methods used to obtain, represent, analyse and interpret information and communicate findings.

Geography is studied by all students P – 6.

AUSTRALIAN CURRICULUM – ECONOMICS and BUSINESS

The Australian Curriculum Economics and Business explores:-

- The ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future.
- The knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national, regional and global levels.

Aims

The Year 5–10 Australian Curriculum: Economics and Business aims to develop students’:-

- Enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- Understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- Understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- Reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- Understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- Understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

AUSTRALIAN CURRICULUM – CIVICS and CITIZENSHIP

The Australian Curriculum Civics and Citizenship (Yr 3 – Yr 10) focuses on:-

- Enabling students to become active and informed citizens who participate in and sustain Australia’s democracy.
- Investigating political and legal systems, and exploring the nature of citizenship, diversity and identity in contemporary society.
- Students developing skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live.
- Opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

Aims

The Australian Curriculum Civics and Citizenship aims to ensure students develop:-

- A lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- Knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia’s system of democratic government and law, and the role of the citizen in Australian government and society
- Skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making
- Communication and reflection – to investigate contemporary civics and citizenship, and foster responsible participation in Australia’s democracy
- The capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

THE ARTS

The aim of the ARTS programs are to develop in students an appreciation and understanding of, and confidence to participate in, the creative arts.

ART Rationale

Art education is learning about art and artists through making art and responding to art.

Learning Activities

The curriculum aims to help children to:-

- explore visual ideas through painting, drawing, charcoal, etc.
- use fibres (weaving, dyeing etc.) in a variety of ways.
- construct forms such as masks, puppets, mobiles.
- carve and model materials such as clay and dough.
- make prints with blocks, stencils, etc.
- look for patterns around them.
- visit art galleries and speak to artists/craftpersons.

How Can Parents Help?

Become involved in art activities at school.

When your child brings work home, take time to encourage effort, show that you understand; and understand that much work is experimental and is not intended as a finished art work.

Allow and encourage your children to draw, paint or play with suitable and interesting materials.

Discuss interesting colours, shapes, textures effects etc. with your children.

Take your children to art exhibitions and discuss the displays.

Encourage your children to join with you in making decisions about colours, designs, style of such items as clothes or toys.

Help your children to become lively, happy aware individuals - artists.

MUSIC Rationale

Music is an important part of a child's total education. The task of the curriculum is to present opportunities for each child to learn to understand the benefits music can bring to life.

In order to fulfil this goal, a course of study with the following objectives has been devised:-

- the child should develop a response to music
- the child should develop the capacity to express him/herself musically.

Learning Activities

The set objectives are to be achieved via weekly specialist lessons, where students learn through structured lessons and enjoy music for pleasure, using the Kodaly method of instruction. The Kodaly approach involves the natural use of voice and movement to learn and reinforce basic music skills with a variety of materials.

How Can Parents Help?

1. Encourage you children to become involved and interested in music from an early age.
2. Visit the school to find out about its program and learning activities.
3. Take your children to musical performances (of differing types) whenever possible.
4. Allow your children to explore musical instruments at home - and make them.
5. Encourage your children to become interested in learning an instrument.
6. Listen to music at home - to help develop awareness.

Instrumental Program –

The Instrumental Music (IM) program is delivered each week for Yr 4-6 students. It is an official IM program for interested students. Instruments can be hired in the student's first year. Students are then expected to purchase their own instrument if continuing. An annual fee is charged.

DRAMA Rationale

Drama education has three main functions:

- it is integral to the development of aesthetic awareness, skills and understanding.
- drama engages students through their thoughts, feelings and actions in intellectual, social, physical, emotional and moral development.
- drama provides a catalyst for pursuing purposeful classroom learning. Drama can link learning from a number of curriculum areas.

Learning Activities

Worthwhile learning activities fall into two broad types:-

- expressive activities involve students in forming, presenting and responding to dramatic action.
- focused learning episodes develop knowledge, understanding, attitudes or skills to assist students' participation in expressive activities.

How Can Parents Help?

1. Encourage play to explore situations, roles and relationships.
2. Encourage improvisation.
3. Relate drama to any activities around the home.
4. Encourage your children to perform to family audience.
5. Encourage your children to express themselves freely and creatively.

HEALTH and PHYSICAL EDUCATION

Aims

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally

Content Structure

The curriculum is organised into two strands:-

Personal, Social and Community Health

- being healthy, safe and active
- communicating and interacting for health and well-being
- contributing to healthy and active communities
- Drugs, alcohol, nutrition

- Mental health
- Relationships and sexuality
- Safety

Movement and Physical Activity

- Movement
- Active play and games
- Challenges and adventures
- Life-long physical activities
- Rhythmic and expressive movement

LOTE - Languages Other Than English

Rationale

The LOTE component of the school curriculum has been in place since 1991.

Our LOTE is Japanese. The studying of Japanese means students will develop a proficiency in the language and an understanding and appreciation of Japanese culture.

Students from Prep to Year 6 participate in Japanese lessons, delivered by a Specialist Teacher on a weekly basis.

Learning Activities

In Japanese we develop our listening, speaking, reading and writing skills through a range of activities such as:

- * role play / interviews
- * discussions
- * realistic writing activities i.e. postcards, descriptions
- * creating diagrams i.e. family trees, house plans
- * songs, rhymes and poems
- * puzzles
- * listening for information activities

How Can Parents Help?

- Encourage a positive attitude towards multiculturalism and learning other languages in your home.
- Ask your children about what they are learning in class, and encourage them to teach you too!
- Attend cultural events held at school or in the community and support children's participation in LOTE competitions.
- When given the opportunity, allow children to develop further their cultural perspectives through interaction with people from differing cultures, exchange students, overseas visitors.
- Help your children think about future advantages of learning another language, types of employment they may be interested in, travel etc.

LEARNING SUPPORT

Education Queensland provides State Schools with a wide range of support staff to assist children and teachers. These people are available if your child has specialised needs. Their activities are coordinated through the Principal. Most are based in Kingaroy and travel out here when needed.

These are Educational Advisors in many of the Key Learning Areas who are available to assist our teachers, as well as Advisory Visiting Teachers who work with children with specific needs in the following areas:

- Early Childhood
- Intellectual Impairment
- Hearing Impairment
- Visual Impairment
- Physical Impairment

- Autistic Spectrum Disorder
- English as a Second Language
- Speech Language Impairment
- Cluster Learning Support Teacher
- Behaviour Management
- Guidance Officer
- Speech Language Pathologist

PROGRAM MANAGEMENT

Program Management is an effective means of organising the infrastructure of our school. It allows us to set clear directions while still being responsive to change. It works on the premise that activities should be directed towards the achievement of pre-determined objectives.

Three principles underpin Program Management

- strategic planning (scan, goals, vision, data and strategies)
- resource management
- review - performance indicators, annual internal audits, Curriculum, School Improvement & Audits, Quadrennial School Review and resultant Strategic Plans.

School Improvement Agenda

All state schools are committed to DET's priorities of:

- Successful learners
- Teaching quality
- Principal leadership and performance
- School performance
- Regional support
- Local decision making

The DDSW Region has developed priorities for schools:

1. At least one year's growth for one year's schooling.
2. A Targeted School Improvement Agenda

In consultation with these above-mentioned priorities; and a QSR (the reflection and analysis within the school), an annual School Improvement Agenda is developed.

School Curriculum	- consistent – reading and writing pedagogies - data use (At Risk students)
Teaching Practice	-consistent – student engagement - differentiation practices
Capability Development	- All staff – capability growth in focus areas
School Partnerships and Culture	- productive school and community relationships - ensure our school culture is alive and well

NON CONTACT TIME (NCT)

Since 1998, all primary school teachers have been given a minimum of two hours per week non-contact time to carry out duties relating to classroom matters - correction, preparation, etc. This time is taken during our specialist visits of Physical Education and Music. Remaining NCT is covered by the use of our relief teachers.

PRINCIPAL'S TEACHING RELEASE TIME

The Principal has three days release time each week to carry out administration and curriculum duties across the school, to attend district meetings and participate in professional development.

This time is essential for the effective management in curriculum development of the school. Mrs Stacy Needer is employed on a permanent basis as Principal Release Teacher and is responsible for the science and arts component of the Principal's class.

BEHAVIOUR MANAGEMENT

All schools have in place a Student Code of Conduct. This program is our agreed behaviour standard. Both parents and staff must work together to model and reinforce desired behaviours to ensure all students have a supportive learning environment.

All students are expected to behave the '*Coolabunia Way*'.
At Coolabunia we RESPECT – Ourselves, Others, Things and Places.

A System exists to reward positive behaviour and address inappropriate behaviour.
Collected data informs all decision-making.

SCHOOL ROUTINE

School Commences:-	8:50 a.m.
Morning Tea:-	11:00 a.m. - 11.40 a.m.
Lunch:-	1:10 p.m – 1:45 p.m.
School Concludes:-	3:00 p.m.

- Students should not arrive at school **before 8:00 a.m.** as there may not be adult supervision available.
- Students sit quietly in the courtyard and are released at 8:30am to prepare for the day.

Children not using the bus service are to go home or be **picked up by parents as soon as possible after 3:00p.m.**

If parents know they will be later than usual collecting their children, prior notice must be given to the school.

SCHOOL BUS

Official Coolabunia School Bus

Eligibility: Primary school students are eligible for the school bus if they live in excess of 3.2km from the nearest state school.

Applications for bus travel are available from the driver of **Purser's Coaches** (☎ 4168 1533) and are processed by the Transport Department.

Eligible high school students must live in excess of 4.8 km from the nearest state high school.

Students living inside the eligibility boundary are able to use the bus - at the discretion of the bus operator.

Arrives:-	8:15 a.m.
Departs:-	3:40 p.m.

For further details contact:-

1. Principal
2. Bus Proprietor – Pursers Coaches Ph. 4168 1533

If children know they will not be using the bus on a particular day, they should notify the bus operator prior to that day - in order to save unnecessary delays.

Nanango School Bus

This is a private arrangement between families and Purser's Coaches. It is a service that carries students to and from Nanango. Families pay a daily or weekly fee, depending on their level of use.
Purser's Coaches – 4168 1533

TUCKSHOP

School tuckshop is conducted each month. Tuckshop day is decided by the P&C. Orders can be submitted on the school's FlexiSchool – an online ordering and payment system, or clearly write **child's name, class** and **items** ordered on paper bags – one for **morning tea** and one for **lunch** (please indicate which is which). Drop in Tuckshop box outside Principal's office. **Orders must be received by the Wednesday preceding Tuckshop day.**

- ▶ Order due date will be published in the Newsletter.
- ▶ Flexi-school can also be used to order uniforms and make bookings for school events.

ENROLMENTS

Primary School

For enrolment in Prep, children have reached the age of 5 years by the last day of June, in the year proceeding the year of enrolment.

An enrolment interview between the Principal and the family enrolling must occur prior to a student's commencement. An Enrolment Agreement must be signed.

PREPARATORY YEAR (PREP) – Yr 1 Eligibility

Changes to the Education Act mean that as from 2017 all Queensland children must undertake the Prep Year prior to entering Year 1. This means Prep is recognised as the first year of school. Prep provides the foundation year of the Australian Curriculum.

When can my child enrol in the Prep Year?

If parents believe their child isn't ready to start prep (normally 5 years by June in the year of starting Prep), then the child can start the following year, when they are of compulsory school age. (6 years and 6 months).

Early entry to Prep is possible. It is an exception rather than the norm.

- Child must be 5 years & 5 months old on 31 December of the proposed year, AND is considered ready for education via a process that looks at aptitude and ability, social and emotional competence, physical development and the level of knowledge and understanding.
- Parents apply to the school and the school determines the child's readiness.
- A BIRTH CERTIFICATE **MUST BE SIGHTED** TO ENROL IN PREP.

Birth date	Eligible for Prep Year in:
Child born 1 July 2015– 30 June 2016	2021
Child born 1 July 2016– 30 June 2017	2022
Child born 1 July 2017 – 30 June 2018	2023
Child born 1 July 2018 – 30 June 2019	2024
Child born 1 July 2019 – 30 June 2020	2025

TRANSFERS

All state schools exchange transfer information amongst themselves. Parents should notify the Principal prior to transferring their student/s.

EVERY DAY COUNTS!

All schools must follow-up "**Same Day Absence**" procedures.

When absences do occur, schools must follow-up and accurately record absence explanations.

1. Parents are required to **SEND AN EXPLANATORY NOTE** or **CALL THE SCHOOL** no later than 9:15am on the day of the absence.
2. When calling in an absence. Parents are asked to:-
 - a. **State their name clearly**
 - b. **State their child/ren's name/s and year level/s**
 - c. **State the date and reason for their absence**
3. Should this not occur, the school will call you to seek the reason for your child's absence.

Exemption from Compulsory Schooling and Compulsory Participation

If an absence is to be in excess of 10 days, parents/guardians must apply to the Principal for an 'Application for Exemption for a child or young person enrolled in a Queensland state school' - please contact the school.

Such information is necessary, as individual programs may need to be prepared. Consistent attendance is critical in the learning development of a child.

EVERY DAY COUNTS!

Late Arrivals / Early Departures

- If arriving late, parents are required to go to the office and record the late arrival and reason in the register provided.
- If collecting a child early to go to an appointment, etc., parents are also required to go to the office and complete the register to sign their child/ren out and state the reason.

**What Sort of Start
is Your Child Getting?**

Just a little bit late doesn't seem much but.....


He/She is only missing just....	That equals....	Which is....	and over 13 years of schooling that's...
<u>10 minutes</u> per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>Half a year</u>
<u>20 minutes</u> per day	1 hour 40 mins per week	Over 2.5 Weeks per year	Nearly <u>1 year</u>
<u>30 minutes</u> per day	Half a day per week	4 Weeks per Year	Nearly <u>1 and a Half years</u>
<u>1 hour</u> per day	1 day per week	8 Weeks per year	Over <u>2 and a Half years</u>

Did you know your child's best learning time is the start of the school day?

That's when every minute counts the most!!

School Starts at 9:00am

'Every Day Counts'



SCHOOLGROUND MAINTENANCE

Education Queensland funds are allocated for grounds maintenance each semester. A casual groundsman is employed.

Working-bees necessary for other maintenance and improvements result from P&C meetings.

HEALTH REGULATIONS - Education Queensland

For many years it has been the practice for school personnel to administer medication to a student where it is essential for the student's well-being. New strict guidelines now demand that medication is administered to students only when it is absolutely necessary.

The medical profession is aware of this, so any medication prescribed is deemed vital.

Should your child/ren be prescribed medication by their doctor whilst at school, the following requirements apply:-

1. The parent/guardian must in the first instance complete an "Authority to Administer Medication" Form. (Form supplied by school)
2. The completed form must accompany the student's medication - with the pharmacist's instructions clearly marked on the container.
Medications are always kept in the staff room.
3. Administration of the medication will be carried out by an adult staff member.
4. Non-prescribed medications (eg. Panadol, Aspirin, Cough Syrup, Drops) should not be brought to school and will not be administered by school staff.

To reduce the chance of infections spreading, the school follows strict safety, hygiene and first aid guidelines. It is particularly important that children with open skin wounds have these covered with fresh waterproof dressings before coming to school. Your cooperation is sought in this regard.

Also you are advised to consider having your child vaccinated against diseases that are likely to spread at school. Information can be obtained from the school or your doctor.

- **Children should be excluded from school** if suffering from the following infectious diseases:-
- **Chicken Pox** - May return to school 6 days after the appearance of the rash unless heavily scabbed
- **Measles** - Should be excluded for at least 7 days from the appearance of rash or until a medical certificate of recovery is produced
- **Mumps** - Exclude until fully recovered.
- **Rebella (German Measles)** - Exclude until fully recovered.
- **Whooping Cough** - Should be excluded for 4 weeks unless a medical certificate is produced.
- **School Sores (Impetigo)** - Not to be excluded if sores are being treated and covered.
- **Ringworm** - Not to be excluded if appropriate treatment has commenced.
- **Head Lice** - Should be excluded until treated correctly.

INFORMATION TO PARENTS re MENINGOCOCCAL DISEASE

Meningococcal Disease is caused by bacteria that live in the back of the nose and throat.

This bacteria is present in up to 10% of the community, and it is not really known why some people get sick from the germ and some don't. Most people suffer no ill effects from the germ, but they may be able to pass it onto other people by sharing of drink bottles, food, cigarettes, by shaking hands after rubbing your nose and less importantly by coughing and sneezing.

The germ does not live long outside the body and needs to be passed directly from one person to another.

When a case of Meningococcal Disease is suspected, very close personal contacts may be given some medication to reduce the carriage of the germ in the nose and throat. This medication works very quickly, and these people are **not infectious** within a short time. They do not need to stay

away from school, nor are they restricted in their activities at all, and the people around them are not at any increased risk of catching the Disease.

The signs and symptoms of Meningococcal Disease are: Headache, fever, neck stiffness, drowsiness and vomiting. A rash may or may not be present, and these symptoms may not all show at once. If you suspect your child may have the condition, take them to a doctor at once, as early treatment saves lives.

Most people make a full recovery from Meningococcal Disease.

The vaccine that is available protects against only 4 of the known 13 strains of Meningococcus. Most of the bacteria in Queensland have been strain B, and the vaccine does not protect against this strain.

This is a good time to reinforce to your children the need for good personal hygiene – hand washing (with soap and water) before food and after toileting or playing, and of not sharing cups, cans of soft drinks, ice blocks or any other food,

ANY QUERIES - Contact the school or your doctor.

SCHOOL DENTIST

All Queensland resident children 4 years of age or older who have not completed Year 10 at school are eligible for public funded Oral Health Care. The School Dental Service provides this.

Medical History/consent forms are issued to each child and must be completed and returned prior to children receiving and examination. After the examination parents/guardians will receive a statement of treatment needs which must be signed prior to treatment commencing.

The team providing this service consists of a Dentist, School Dental Therapists and Dental Assistants. Dental Therapists working under the direction of a Dentist will carry out most of the Dental Procedures.

Routine regular services are usually provided on the school grounds in a Mobile Dental Clinic. Emergency or toothache treatment is available by contacting the Kingaroy Hospital.

COMMUNITY HEALTH

Community Health provides a number of free services that families can access – including hearing screening for children 5 years and up. For further information of services available - Contact Community Health ☎ 4162 9220.

GENERAL INFORMATION

EXCURSIONS

Each year the school conducts an excursion program where all classes travel away from the school for visits to educational destinations. Students also participate in interschool sports, attend swimming lessons and cultural performances.

Prior notice and your approval is always sought. Costs incurred vary according to the activities. When more expensive activities such as camps are planned, parents have the option to pay for the camp fees in a lump sum or in part payments. All fees **MUST** be paid prior, to be eligible to participate.

- Preferred payment is by BPOINT – an online payment system that automatically receipts to the customer's account.

Parents on Excursions

When on excursions parents are expected to take on designated responsibilities to assist in ensuring all activities are safe and worthwhile. Pre-camp discussions are necessary to organise teacher and parent roles and responsibilities.

STUDENT LEADERS

Developing leadership skills is an important part of students' personal growth.

Each term, students from Year 5 and 6 nominate for leadership roles

- Communications
- Welfare
- Sports and Health
- Environment

Leaders are supported by staff members to achieve their goals.

SPORT

All children are required to participate in sporting activities unless there is a medical or physical reason to prevent this.

Inter-school activities involving athletics, cricket, swimming, softball, netball, soccer, basketball and dancing are organised regularly with our neighbouring schools.

The importance for maximum school participation must overshadow aggressive competition in all of these areas. Our goal is to develop ALL children - not just some.

These regular sporting activities are necessary because they also help to develop the childrens' social skills.

Skill oriented activities are carried out each Friday when no inter-school sport takes place.

SWIMMING

All children must attend swimming lessons during term one and four. Children will only be excused from swimming sessions on inclement days or for health reasons. A parental letter must be received by the school in either case.

The school travels to the Nanango Pool for lessons.
Qualified instructors teach all classes.

COMMUNICATION WITH THE SCHOOL

It is policy to make parents welcome when visiting or telephoning the school to discuss matters of interest or concern.

Where possible, please try to plan communication before or after school or during lunch.

Please feel free to contact the school whenever you feel it necessary.

The P&C's "Coolabunia News" Facebook page is for information use only. It is NOT an avenue for comments and criticisms of school activities. No photos to be used.

HOMEWORK

The school community believes that the setting of homework is an appropriate activity as it supports learning being carried out at school; helps teach the discipline of managing school commitments with others; and gives parents a regular opportunity to see the work their children are doing at school.

On most evenings, homework consists of the study and further development of one or more skills, such as, spellings, number facts, reading, writing or continuation of work from that day.

As parents it is extremely important that you encourage your children to develop good study habits and help them as much as possible. This means having a set time and a quiet place for homework to be done. Such a routine ought to be adopted even on nights when little or no written work is set.

All students are expected to complete homework. Students may be detained at lunch time or after school to complete homework.

Guidelines

The following guidelines are not intended to be set times. The amount of homework will vary depending on need or circumstances.

Primary School

Prep – no set homework time. This will depend on the time of year and student readiness.

Yr 1, 2, 3 – up to 1 hour each week

Yr 4 and 5 – up to 2-3 hours per week

Yr 6 – up to 3-4 hours per week

High School

Yrs 7, 8 and 9 – up to 5 hours per week

Yr 10, 11, 12 – time will vary according to needs and program

REPORTING TO PARENTS

Reporting to parents consists of the following components;

- End of Semester 1- Report Card, Student-led conference + optional parent interview
- NAPLAN Year 3 Test - written report to parents
- NAPLAN Year 5 Test - written report to parents
- End of Semester 2 Report Card and optional parent interview to put all information into perspective – all year levels.

Should you have any inquiries regarding your child's progress at any time, please do not hesitate to arrange for an appointment.

PARENT ACCESS TO STUDENT RECORDS

A parent (defined as a guardian and every person who is liable to maintain or has actual custody of a child or has legal custody or day to day care and control of a child) will have access to OFFICIAL SCHOOL RECORDS of his/her child only.

By prior arrangements with the Principal, parents may be accompanied by a legal representative or a person authorized by the parent to be present.

Individuals who are 18 and older will have access to their own records.

Official school records include:- Admission Register, Punishment Register, Accident Register, School Record Cards, work samples, etc.

Parents may request an appointment with the Principal over such matters. If an interview is not possible and a written report is required, a standard fee will be charged to cover preparation and presentation costs.

UNIFORMS

A **School Dress Code** is supplied to all enrolling families as part of the enrolment package. The wearing of a school uniform is not compulsory, but is certainly preferred by the school community.

A school uniform looks very presentable and shows school pride.

GIRLS - Coolabunia T-shirt (Green/Gold) [School P&C Uniform Coordinator]
- Wrap-around-skirt, or
- Skort – *Bottle Green*, or [School P&C Uniform Coordinator]
- Dress shorts - poly/viscose (Bottle green)

BOYS -Coolabunia T-shirt (Green/Gold) [School P&C Uniform Coordinator]
Shorts (Bottle green)

Bucket hat - (Bottle green) [School P&C Uniform Coordinator]
Sloppy Joes & Track Suits (Bottle green) – Orders taken Term 1
Socks – Bottle Green

School P&C Uniform Co-ordinator is Leonie Black.

The school's sun Safe Policy requires students to wear a wide-brimmed hat. Caps do not offer adequate protection. Students are also expected to keep their shoes on at all times.

NEWSLETTERS

To enable parents to become familiar with school activities and developments, newsletters are sent home each Friday. They are also available on the school website. (www.coolabuniass.eq.edu.au) Families can also elect to receive their newsletters by email.

They are always printed on green paper for ease of identification. Surveys, permission forms, order forms etc. should always be returned promptly so that matters can be quickly handled.

MONEY COLLECTION / NOTES

Students are often required to bring money for school activities. A strict procedure is needed to ensure all moneys are collected effectively. Written permission is mandatory for participation. Permission forms will be sent home as required.

- All money must be in SCHOOL MONEY COLLECTION ENVELOPES, if not paid by BPOINT .
- Always send **CORRECT MONEY** - *change is not available*.

- ALL MONEY ENVELOPES and SCHOOL NOTES must be placed in the CLASS COLLECTION BAG on the teacher's desk/table, BEFORE SCHOOL ON THE DAY INDICATED IN THE NEWSLETTER.
 - *Late payments cause departure delays.*

MONEY ENVELOPES are sent home regularly. Contact the school if more are needed

PARENTS AT SCHOOL

Children like to see their parents at school, whether it be for a working-bee, visiting the classroom, being an assistant in class or talking with the teacher.

Such visits are advantageous and help to maintain the close relationship between home and the school.

We strive to utilize the expertise of parents and other community members to enhance school programs and student learning.

People coming to the school under these circumstances are required to sign the **VOLUNTARY WORKERS REGISTER**. - (See Administration)

Parents and visitors to the school are by law required to act in a manner befitting a school environment. Students, staff and other adults are not to be insulted or wilfully disturbed in any way.

The Education Act enables the Principal to give a direction to a person to ensure good order at the school.

USE OF SCHOOL FACILITIES

The school grounds may be made available to community groups and individuals. Such requests should be directed to the Principal for his consideration.

Naturally, the care and maintenance of school facilities are of prime importance at all times.

Organisations wishing to use school facilities are required to complete an INDEMNITY FORM prior to use.

STUDENT RESOURCE SCHEME

In 2020 our P&C Association approved a Student Resource Scheme (SRS) which was introduced in 2021. The SRS is a user-charging scheme operated by schools to provide parents with a mechanism to access individual student resources that are not funded by the government. Government funding for schools does not extend to individual student resources and equipment for their personal use or consumption. Supply of these items, such as textbooks and consumable items (for subjects such as art), is the responsibility of the parent.

The objective of the scheme is to provide parents a convenient and cost-effective alternative to individual supply of resources for their students. Participation in the SRS is optional, and no obligation is placed on a parent to participate. However, if parents choose not to participate, they must supply all resources that the SRS covers. The cost of these resources to parents is greater than the SRS fee.

Detailed information will be provided to families each year of what is included in the SRS.

RELIGIOUS INSTRUCTION

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs. Under the Education (General Provisions) Act 2006, schools are to provide Religious Instruction (RI) if approached by a faith group seeking to provide RI and students of that faith attend the school.

RI informs students about the beliefs and values of a particular religion. It is delivered by volunteers of a faith group using instructional materials approved by that faith group. RI is required to be consistent with legislation and Department of Education policies and procedures.

All RI instructors must hold a blue card and participate in compulsory Student Protection and Code of Conduct training. RI instructors are only entitled to deliver the RI program outlined below. A school staff member will be present during the delivery of RI.

Participation in RI is not compulsory. Any student (except Prep students) may participate in RI if a parent has provided written instructions to the school.

Students are allocated to RI based on information provided by parents on the completed [Application for student enrolment](#) unless other written instructions have been provided to the school.

Note: This consent remains in effect unless the parent informs the school otherwise in writing.

A description of the RI available is provided below.

Christian Cooperative Program

Participating faith groups: Christian Outreach Centre; South Burnett Ministries; Presbyterian Authorised program: Connect

Aims and goals: Connect program teaches students the key components and themes of the Bible and Christian belief while encouraging them to apply the learning to their own lives.

Lesson structure: 30 minutes per week

Parents of students participating in these programs will be advised if a faith group requires funds to cover the expense of materials used in RI. (Cost is currently \$6.00 per annum to cover cost of a workbook)

Other Instruction

Students who are not participating in RI will be provided with other instruction in a separate supervised location. Other instruction must relate to part of a subject area already covered in class and may include:

- 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 (e.g. [Mathletics](#))
- wider reading such as independent reading appropriate to the student

Parents will be advised of any changes to the RI and other instruction programs to ensure they are able to make an informed decision on their child's participation.