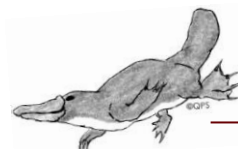




# Queanbeyan Public School

Creating opportunities, building relationships, achieving success



# Handbook



Proud tradition, bright future

# Welcome to Our School

Queanbeyan Public School provides high quality, inclusive public education for all students. Children learn and grow with confidence to become self directed learners. It is a safe and happy place where students, teachers and families participate in the learning programs and life of the school.

We promote equity and excellence and we are committed to helping students become successful learners, confident and creative individuals and active and informed citizens.

Some unique features of the school include: 'You Can Do It' Education, to develop positive habits of mind in young learners to ensure success and happiness; 'Bluearth', a unique movement approach to learning that improves health, self-esteem, confidence and academic achievement; and Technology programs, to maximise student engagement with their learning through the use of ipads, laptops and Interactive White Boards.

The Inquiry Learning Model, implemented within all classes, helps to build a community of thinkers where students conduct active investigations through research and higher order thinking into questions, issues and big ideas. The school delivers learning and enrichment programs that guide all students towards independent work with support matched to individual learning needs.

Our staff forms a professional team, committed to best practice and encouraged to be innovative and creative. We offer a broad based curriculum and provide a range of opportunities and experiences to promote life-long learning.

Queanbeyan Public School has built a fine tradition of academic achievement, sporting prowess, cultural accomplishment and good citizenship.

We have a deep sense of community building on the traditions established in 1864. You will find interesting information about our history in the following pages and also in our books 'If Only These Stones Could Speak' and 'Our Diggers' by John Cope.

I hope your association with us will be educationally rewarding and socially enjoyable and that you and your children take full advantage of the opportunities and activities that our school provides.

Kym Hawes  
Principal  
28 August 2015





# A great place to learn

Queanbeyan Public School: creating opportunities, building relationships, achieving success.

Our School's Core Values of respect, caring, personal growth, success and fairness, have been collaboratively developed and agreed to by the students, parents and staff. These values guide our decision-making and support the building of positive relationships. They are an explicit part of everything we do to meet the personal, social, emotional and learning needs of the students.

The school has established very strong links with the community and encourages parent participation in the education of the students. Parents and community members become actively involved through membership of the Parents & Citizens Association, the Uniform Shop and Canteen as well as a variety of classroom based programs.

Queanbeyan Public School caters for a diverse group of learners, including students with differing cultural backgrounds, through flexible educational settings. By meeting the individual needs of our students we are able to provide them with the academic tools and the social skills they need for success well beyond primary school. Our school has an outstanding network of support for students with special needs and a strong history of inspiring students to academic excellence.

Students have many opportunities to participate in activities, both in the classroom and through extra-curricula programs, to develop confidence and high self-esteem, to build resilience and to achieve success. Some of these programs are:

- ❖ Specialist music, choral and dance programs - providing opportunities for students to enjoy the performing arts and compete in competitions.
- ❖ National Competitions including Tournament of Minds, UNSW Maths, Science, English and Computer competitions – challenging and inspiring students to aim high.
- ❖ Individual and Team Sports – ensuring students are improving their fitness and building a range of important fundamental movement skills.
- ❖ Technology – enabling students to operate effectively in a digital world.
- ❖ Environmental Education – promoting sustainability, beautifying the school grounds and creating interesting outdoor learning areas.
- ❖ Languages other than English – increasing understanding and appreciation of a diversity of cultures and building a sense of harmony across the school.

## Notable Achievements

- ❖ The Junior, Intermediate and Senior Choirs have all competed successfully at the Canberra and Goulburn Eisteddfods.
- ❖ The School has presented individual items at both Combined NSW Schools Primary Proms Concert at the Sydney Town Hall (Years 3-4) and at the NSW Combined Schools Choral Festival at the Opera House (Years 5-6).
- ❖ Tournament of Minds teams have won competitions at state and national level.
- ❖ Outstanding individual success in Swimming, Athletics and Cross Country carnivals at District and Regional level and participation in State level carnivals.
- ❖ Performances by the junior and senior dance groups at the annual Queanbeyan District Education Arts Festival.
- ❖ Performances by the intermediate and senior choirs at the annual Queanbeyan Schools' Choral Festival.
- ❖ Aboriginal student achievement has been recognised through receiving Nanga Mai and Illawarra South East Area awards.
- ❖ The successful implementation of an early intervention literacy program for kindergarten Aboriginal students.
- ❖ The introduction of School 'Gatherings', providing an opportunity for Aboriginal families and school staff to meet each other and build strong learning partnerships.

## Contact Information

School Isabella Street, Queanbeyan NSW 2620  
Office Hours 8.25am – 3.25pm  
Telephone 02 6297 2144  
Email [queanbeyan-p.school@det.nsw.edu.au](mailto:queanbeyan-p.school@det.nsw.edu.au)  
Website [www.queanbeyan-p.schools.nsw.edu.au](http://www.queanbeyan-p.schools.nsw.edu.au)  
Principal Mrs Kym Hawes

School Education Area Queanbeyan  
Level 1, 22-36 Morisset Street,  
Queanbeyan NSW 2620  
Phone: 02 6200 5000  
Fax: 02 6299 0412

NSW Department of Education [www.det.nsw.edu.au](http://www.det.nsw.edu.au)

Schools as Community Centre Facilitator: Ms Brooke Hardy  
Telephone: 02 6297 2167  
Fax: 02 6299 4282  
Office Hours: 9.00am – 5.00pm  
Email: [brooke.hardy8@det.nsw.edu.au](mailto:brooke.hardy8@det.nsw.edu.au)

## School Hours

Before School Supervision	8.25am – 8.55am
Morning Session	8.55am – 10.55am
Recess	10.55am – 11.20am
Mid Morning Session	11.20am – 1.05pm
Lunch:	1.05pm – 1.55pm: Supervised eating 1.05pm-1.15pm First half play time: 1.15pm-1.35pm Second half play time: 1.35pm-1.55pm
Afternoon Session	1.55pm – 2.55pm
Bus Supervision	2.55pm – 3.25pm



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## School History

Queanbeyan Public School is the oldest school in the area. It was established as a non-vested National School in 1864 on its present site with an enrolment of 50 children. Queanbeyan Public School was officially opened on 29 November 1877. Its present buildings represent four eras in school architecture: the restored 19<sup>th</sup> century solid stone building, the 1930's two-storey red brick building, the 1970's cream brick buildings which contain the administrative area, canteen and assembly hall, the library and several classrooms and the 2010 refurbishment of the hall, three new classrooms and two new supported learning classrooms. Increased student enrolments have made it necessary to locate portable classrooms in the school grounds.

## Learning Environment

The school is set in approximately three hectares of well-developed grounds that include a small oval, areas of lawn, bitumen and landscaped gardens. Security fencing has been installed around the perimeter of the school grounds.

The playground areas contain adventure playground equipment, a large sandpit, two giant chess boards, a covered outdoor learning area, netball, basketball and handball courts, an enclosed cricket practice area and two futsal courts. Seating has been installed in the playgrounds for students to use during recess and lunch times.

Several gardens have been created around the school. The Bush Tucker Garden has been established with support from local Aboriginal groups. The Friendship Garden, opened in 2010, was designed and constructed by parents, students and teachers. The students have established vegetable gardens and several native gardens to enhance the environment of the school. In 2013, a new inclusive garden area, 'Murra Gadi' or 'Pathways to a Learning Place', was opened. This area was built on the edge of playground 4 to provide a safe, and inclusive engaging space for students with a disability. All these areas provide valuable learning opportunities for students.

## Enrolling Your Child

### General Information

Each school in Queanbeyan has a designated local area for enrolments. Any school-aged child living in that local area is entitled to a place at their local school. The school enrolment committee considers all applications for non-local enrolments. Offers of a place are made when the school has the capacity to accept new students.

### Kindergarten Enrolment

Children may be enrolled in Kindergarten at the beginning of the school year if they turn 5 years of age on or before the 31 July in the year.

Documentation providing proof of residential address, age (such as a birth certificate or passport) and immunisation records are required before any enrolment application can be

accepted. All enquiries concerning enrolments should be made at the Administration Office.

## School Uniform

The NSW Department of Education and Communities endorses the wearing of school uniform. The Core Rules state students are expected to 'maintain a neat appearance, including adhering to the requirements of the school's uniform policy'.

Students must wear uniform to school each day and to participate in visits and excursions out of the school. Uniform may be purchased from the Uniform Shop, operated by staff, parents and family volunteers and opens each Wednesday afternoon 2.15pm-3.15pm and Friday morning 8.45am-9.45am. A second hand uniform section is available. Order forms are available on the school website or at the Administration Office. Students may wear items with or without the school logo. However, other designs, images or logos should not be displayed on any items worn to school. The school provides assistance to families to help with students wearing correct uniform. Parents requiring assistance with providing uniforms are asked to contact the Principal. Parents are reminded to clearly write their children's names on all articles of uniform.

### Standard Uniform

On school days students wear:

#### Girls

- ❖ White polo shirt (with collar, long or short sleeve)
- ❖ Pinafore/skirt/trousers in check fabric
- ❖ Tailored maroon shorts or skirt
- ❖ Lightweight dress, summer
- ❖ White socks
- ❖ Grey tights (terms 2 and 3, not leggings)
- ❖ Black shoes with black laces

#### Boys

- ❖ White polo shirt (with collar, long or short sleeve)
- ❖ 'School Grey' drill pants or shorts (not baggy style)
- ❖ Grey or white socks
- ❖ Black shoes with black laces

### Girls and Boys

- ❖ Maroon school hat
- ❖ Maroon tracksuit
- ❖ Maroon vest
- ❖ Maroon fleecy top
- ❖ Maroon polar fleece
- ❖ Maroon spray jacket or parka
- ❖ Maroon scarf, gloves, beanie or maroon/grey school beanie (terms 2 and 3)

### Sports Uniform

On designated sports days students wear:

#### Girls and Boys

- ❖ White polo shirt (with collar, long or short sleeve)
- ❖ Maroon shorts/skorts
- ❖ Maroon tracksuit
- ❖ Black joggers with matching laces
- ❖ Maroon school hat

## **Representing the School**

Students representing the school wear the correct uniform for the event/team/sport in which they are participating.

### **Hats**

School hats must be worn when students are travelling to out of school excursions or sporting events. Our school playground practice, is 'no school hat, play in the shade'. During terms 1 and 4 school hats must be worn outside. During terms 2 and 3 school hats or school beanies must be worn outside.

### **Jewellery and Accessories**

Hair ties and headbands should be maroon, black, white or school uniform fabric. Jewellery and coloured nail polish are not part of our uniform and should not be worn to school. Watches and plain studs or small sleepers are allowed.

### **Non-Uniform Days**

During the year students may be invited to wear non-uniform clothes to school. Parents will be informed of these occasions in writing through the school newsletter or by specific notes home. These occasions may include fundraising activities, special events and class items at assemblies.

### **Students Out of Uniform**

If students repeatedly come to school out of uniform, the school will contact parents to discuss concerns and provide the necessary assistance.

## **Emergency Contact Arrangements**

Up-to-date family information is necessary for when the school has to contact parents, such as when students are sick, have an accident or miss their bus. To avoid delays in providing emergency care, if you change your address, phone or mobile number, please inform the office staff as soon as possible, indicating which parent should be contacted first. When necessary the school will make contact in this order: home or mobile number; work number; other emergency contact.

## **Care of Children**

The school must be notified if there are family court orders applying to any child enrolled. Legal documents are required to substantiate this information. All documentation presented to the school remains confidential.

## **Supervision**

Students should arrive at school from 8.25am and go to playground 1 (Kindergarten to Year 6) or playground 4 (Years 3-6) where there is teacher supervision. Lessons begin at 8.55am and continue until 2.55pm. During recess and lunch breaks teachers are active in all playgrounds to assist students with safe play. Children should not arrive at school prior to 8.25am and they are encouraged to leave the school promptly at the end of the day. Students who catch a bus are supervised in playground 3. The back and side gates are locked between 3.15pm and 3.25pm. Any children who have not been collected by this

time should report to the school office and parents will be contacted.

## **Before School, After School and Vacation Care**

Fully approved and licensed before school, after school and vacation care programs are available with 'School's Out Queanbeyan Public' for families who need this service. Children are provided with a healthy breakfast and afternoon tea and stimulating programs for all ages that promote sport and fitness. Enrolment forms can be downloaded from [schoolsosut@netspeed.com.au](mailto:schoolsosut@netspeed.com.au).

## **After School Arrangements**

Parents are asked ensure suitable afternoon arrangements for their child's departure from school at 2.55pm. It is helpful to have back-up arrangements organised in case of emergencies. Children should be told clearly of any alternative arrangements at the start of the day. We ask that class teachers be informed of any change to usual arrangements especially with younger children. We provide supervision for those students waiting for buses, but teachers are not available to mind students after school.

## **Supporting School Attendance**

It is important for children to attend school all day, every day. Only by their punctual, regular attendance can children make the most of the educational opportunities available to them.

Regular attendance enables students to develop a sense of belonging to a peer group and assists in building important coping and friendship skills. Confident children are more likely to do well with their learning and social interactions.

Arriving at school and class on time:

- ❖ gives students time to greet their friends before class
- ❖ ensures that students don't miss out on the important learning activities timetabled early in the day when the students are most alert
- ❖ helps students learn the importance of punctuality and routine
- ❖ reduces classroom disruption.

## **Absences from School**

If your child is late, has been absent from school or is leaving early, it is important to tell the school and provide a reason for the lateness or absence. Parents may send a note, email or telephone the school or visit in person. Attendance information is recorded in the Semester Reports.

Students who arrive at school after 8.55am are to report to the Administration Office to collect a yellow late slip, before going to class.

Parents who are collecting students during school hours need to go to the Administration Office. Classrooms are contacted, by the internal phone system, and students are sent to the Office to meet their parents. All partial and whole day absences need to be explained.

## Travelling to and from School

**Walking:** Students who walk to school and need to cross Isabella Street, Hirst Avenue, Thorpe Avenue or Cooma Street should use the safety crossings on these roads.

**Riding:** Students who ride bikes, skateboards or scooters to school must by law wear safety helmets for their protection. We provide bike racks and baskets near the Administration Building. However, students bring their equipment to school at their own risk should use locking devices to prevent their property from being stolen.

**Private Car:** Parents driving their children to and from school are reminded to use the drop off and pick up areas safely. Parking inspectors regularly patrol these zones.

**Buses:** Deane's Buslines provides a number of before and after school services for students. All children in classes Kindergarten to Year 2 are eligible for free bus passes. Children in Years 3–6 are only eligible if they live outside a radius of 1.6km from the school or have to walk more than 2.3km. Application forms are available from the school office. The replacement of a lost pass is expensive and can be done by directly contacting the bus company (ph 6299 3722).

Parents of students who travel on a bus are reminded to regularly talk with their children about the importance of maintaining high standards of behaviour for the safety of all travelling passengers.

## Transferring to another School

It is important to inform the school if you are transferring your child to another school. Information will be sent to the Library to ensure all school resources are returned. When the office is contacted a transfer certificate will be completed for you to present to the new school on enrolment.

## Respect and Responsibility

### Student Leadership Opportunities

#### Student Representative Council

Our student leadership team, the SRC, consists of School Captains, prefects, a boy and a girl representative from each year level (Years 2 to 6) and two aboriginal student representatives. They meet on a weekly basis to discuss and resolve important issues.

#### School Monitors

Year 6 students may participate as Peer Mediators and monitors for Library, Environment and Canteen. In term 1, Sports House Captains are elected. Their responsibilities include assisting with sports carnivals, weekly sports activities and keeping the sports storeroom organised.

### School Charities

Students donate generously to a number of different charities to help people in our school, community and across Australia and the around the world.

**Stewart House** provides short-term educational and social support for school children from across NSW. During a stay at Stewart House, in Sydney, children receive health screening, participate in excursions and learn skills to relax and overcome anxiety, to establish friendships and to resolve conflict.

**Diabetes Australia** promotes research, raises awareness, develops understanding and supports people with diabetes.

**World Vision** Australia works to create lasting change in the lives of children, families and communities living in poverty. World Vision serves all people regardless of religion, race, ethnicity or gender. Our school sponsors two children through World Vision.

### Buddy Classes

The program builds positive relationships between older and younger students in our school. It enhances leadership skills in the older students and promotes a responsible and caring attitude to younger children. The younger students learn to interact with older children in a caring, supportive and non-threatening environment.

## Parents as Partners

### Parent Participation

Parents have a very important role to play in the education of their children.

Parents' attitude to the school has a stronger influence on their children's school achievement, than social background or occupation. It is also important to student development for parents to maintain a keen interest in their child's education.

Parents can explicitly help their children by:

- ❖ Taking an active interest in their work
- ❖ Discussing the day's activities
- ❖ Reading to them and listening to them read
- ❖ Providing a place for them to do homework
- ❖ Supervising their homework
- ❖ Keeping in touch with the class teacher

Parents are welcome at school and encouraged to participate in all activities, including assisting with:

- ❖ class activities eg reading, fitness
- ❖ excursions
- ❖ enrichment programs, eg dance, sport
- ❖ Parents and Citizens Association
- ❖ Canteen
- ❖ Uniform Shop
- ❖ School Committees
- ❖ Community Tutoring Program

Parents are asked to make an appointment with their child's teacher to discuss learning programs, assisting in the classroom and questions that may arise.

### Community Tutors

Community tutors are a volunteer group of parents and community members with regular free time available to help students develop their literacy skills. The students in the program have short, regular, one-to-one, intensive tutoring



sessions covering activities in reading, spelling and comprehension. Tutors are trained by school staff and use specific programs that have been tailored to meet individual student needs.

### **Visiting and Volunteering at School**

All visitors and volunteers at our school are asked to respect the Code of Conduct. In particular we ask volunteers to:

- ❖ Demonstrate core values when interacting with people in our school community
- ❖ Encourage students at all times
- ❖ Be tolerant of other people's view points
- ❖ Discuss concerns with the class teacher only
- ❖ Refer all issues relating to discipline to teachers or a member of the executive
- ❖ Support and assist classroom teachers and respect classroom confidentiality
- ❖ Refrain from any emotional, physical or verbal abuse (including yelling and swearing) of other adults or children, even your own, in school grounds. This will not be tolerated.

It is necessary for all volunteers to complete a 'Prohibited Employment Declaration, Working With Children' check before they can assist in the school. This form is available from the front office.

Occasional visitors, regular volunteers and community helpers should sign in and collect a visitors' badge from the front office to identify them as a welcome guest. No person should go directly to a classroom.

If parents and visitors have any questions or concerns they should speak to their child's teacher, the Deputy Principal or Principal. They should not approach or discuss issues directly with other children.

### **Work, Health and Safety (WHS)**

New legislation for WHS came into effect on 1 January 2012. The term *worker* refers to anyone who carries out work in QPS (the workplace) such as an employee, a contractor, a volunteer, an employee of a labour hire company, an apprentice or trainee or a student gaining work experience. It is the responsibility of each worker to:

- ❖ Take reasonable care for their own health and safety
- ❖ Take reasonable care that their acts or omissions do not adversely affect the health and safety of others
- ❖ Cooperate with any reasonable policy or procedure relating to health and safety at the workplace that has been notified to workers.

Information pamphlets are available from the Administration Office. Volunteers and parents visiting the school need to read and follow the safety briefing requirements.

### **Parents & Citizens Association**

The P&C Association in our school meets during the term. The dates are advertised in ISA News. The P&C is formed for the benefit of students of our school. Membership is open to all parents of students attending the school and to all citizens within the school community, including staff, on payment of a small fee, currently \$1.00.

### **Parents & Citizens Executive**

The P&C Executive is elected at the Annual General Meeting in March. The executive committee comprises: President, Two Vice Presidents, Treasurer, Assistant Treasurer and Secretary.

### **Parents & Citizens Activities**

Parents & citizens, with support from the staff, organise fundraising and social activities and information workshops during the year. Parents are invited to make suggestions, to share their ideas and to help with organising and attending planned activities. New parents are always welcome and encouraged to support the school in this way.

The Association has many broad objectives:

- ❖ To promote the interests of the School and Public Education by bringing parents, citizens, students and teachers together
- ❖ To help provide additional teaching resources and equipment
- ❖ To promote the recreation and welfare of the students
- ❖ To assist the teaching staff in public functions associated with our school

### **Social Events**

Social evenings may be arranged for the students during the year. All information about a function, including the starting and finishing times, venue and cost, will be well advertised. The children are supervised during a function and parents are asked to ensure that they arrive promptly at the end to collect their children.

## **Communicating with Parents**

### **Isa News**

The school publishes a weekly newsletter to inform, report to and keep parents in touch with current activities in the school. The newsletter is distributed at the beginning of each week: electronically to parents who have registered on-line or by hard copy if requested, to the youngest child in a family. Newsletters, current and previous, are available on the school website.

### **Isa Message Stick**

This newsletter, published during the year, supports effective communication with the local community, particularly with Aboriginal and Torres Strait Islander families, builds awareness of events and celebrations and encourages participation in learning programs.

### **School Website**

The school website provides valuable information about activities, programs and events being held at the school. This information is regularly updated and includes the newsletters, the Annual School Report and the School Plan.

### **Parent Resource Centre**

Parents are invited to visit the Library once a fortnight during each school term to meet other parents in a social environment and to access the variety of resources available to support their children's learning and development at school.

## **Parent and Teacher Meetings**

'Getting to Know Your Child' Meetings are held at the beginning of each year. These meetings are an opportunity for parents and teachers to share information about children and to build a strong and supportive relationship that will enable them to do well at school. Written information about the learning and activities planned for year will be provided during the meetings.

Parents are encouraged to maintain contact with their child's teacher over the year to monitor and discuss progress. Parents are invited to make an appointment with the teacher as soon as a question arises, to seek more information, clarification of information sent home or to discuss a concern about any aspect of learning.

## **Reporting to Parents**

Assessment and Reporting remains a major focus for learning and action research for our staff. Assessment occurs continuously throughout the year using a variety of strategies including observations of student learning, collecting work samples, problem solving and formal testing procedures.

Reporting on student progress occurs formally in two assessment periods that are held in June and December. This includes two written reports annually and the opportunity to meet with the classroom teacher on each occasion.

## **Open Days**

Parents are invited to come into the school for a variety of special events and performances throughout the year. Such events include: School Assemblies, Open Classrooms and Learning Journeys during Education Week, activities for NAIDOC Week, Reconciliation Week, Anzac Day and Harmony Day, performances by the Choir, Band and Dance groups and sports carnivals.

## **Assemblies**

All students attend an assembly each week. Students receive awards, show work and present class items.

Whole School Assemblies are held occasionally to celebrate significant days and recognise important individual, group and school achievements.

Parents are welcome to attend the weekly and whole school assemblies.

## **Car Parking**

Parents are reminded to consider the safety of all children and observe the road rules in the school area at all times, particularly before and after school. Road rule infringement fines are steep and the school surrounds are regularly patrolled. It is a good idea to familiarise yourself with the parking times and rules applying to the bus lane in front of the Administration Office, the disabled parking spaces in front of the Supported Learning Classrooms and the few drop-off-only parking spaces adjacent to the pedestrian crossing on Isabella Street and Thorpe Avenue. The pedestrian crossing on Thorpe Avenue is supervised by staff from the RTA.

## **Organisation**

### **School Canteen**

The canteen provides an important service within the school. Since 2003 our school has been proud to have a 'Healthy Canteen' that meets NSW Department of Education requirements.

The canteen is open daily: before school when lunch orders can be handed in and breakfast can be purchased and during morning recess when snack foods are available. They prepare foods to fill lunch orders and to serve at recess. The canteen menu and price list is available from the canteen, the front office and on the website. Parents need to inform the Canteen staff if their children have any special food requirements. The canteen does not sell nuts or nut products.

### **Resource Packs**

Each year, at the end of the year, families are asked to place a 'Resource Pack' order for essential textbooks, stationery items and classroom equipment. This ensures that all necessary materials are ready for the students to use at the beginning of the following school year.

### **Parent Voluntary Contributions**

Voluntary contributions are used to provide a range of resources to support classroom programs in literacy and numeracy. They are also used to fund whole school initiatives identified in the school plan. These areas are identified and prioritised each year and are regularly updated.

### **Bringing Money to School**

When it is necessary for students to bring money to school, please ensure the money is placed in a sealed envelope with student's name, class and the activity clearly written on the outside. Money envelopes may be handed to the classroom teacher or to the Front Office. If you are using cheques, they should be made payable to the school. Alternatively, parents may use the EFTPOS facility available in the front office to make credit card payments. These payments may be made in person, or over the phone. Parents may also use the on-line method of payment available through the school website. Instructions for this method are provided on the website.

### **Book Club**

During the year, the students may be given a chance to buy books and software through Scholastic Book Club. These resources are offered at reasonable prices and all details are sent home with the order form. Book Club orders should be returned to the class teacher for processing. While purchasing from the book club supports our school, participation is voluntary.

### **Student Banking**

Each Wednesday is 'Student Banking Day'. Students may bank with the Commonwealth Bank. Books are collected by teachers and sent to the front office, where deposits are entered directly into the computer system and funds deposited at the bank. After the transaction is

completed, the books are returned to classes for distribution to students.

### **Lost Property**

All personal items brought to school, especially clothing, should be clearly marked with student's name. Be aware that in the middle of the day or during fitness activities, most children remove their jumpers. All effort is made to return lost property but names written in pen fade with washing and are often illegible. Where the owner's name is not apparent, the clothing is sent to the lost property stands on the ground floor of the two-storey building so that parents can inspect them.

### **Student Assistance**

Some financial assistance is available to families to help with the purchase of uniforms, school materials and attendance on excursions. Payment plans for excursions and activities can also be negotiated. More information and application forms are available from the Principal.

### **School Bus**

In 2005 the school successfully obtained a 22-seater bus. The bus is used to provide transport for students, especially those students with disabilities. This resource increases access to excursions, swimming and sporting activities.

## **Opportunities for Everyone**

### **Class Structure**

All our classes are organised to most effectively meet student needs. In the mainstream school there are a variety of classes including single year classes, multi-age classes and an enrichment class. Students in the mainstream with additional learning needs are supported through services including Reading Recovery, Learning Assistance, English as an Additional Language/Dialect, Itinerant Teachers (Hearing and Vision) and Extension and Enrichment Programs.

### **Multi-Age Classes**

These classes, with students from two or more grades combined within one classroom, are formed for a variety of purposes and to better meet the needs of students.

### **Supported Learning Classes**

Supported Learning Classes at Queanbeyan Public School cater for the specific learning needs of children in the Queanbeyan School Education Area. These classes support students with a disability including a mild, moderate or severe intellectual disability, autism and mental health. There are two different types of service provided:

- ❖ Inclusive classes for children in Years 3 to 6 who have a mild intellectual disability within mainstream classes.
- ❖ Specific classes for children with moderate and severe intellectual and/or physical disabilities, autism and mental health. Children can be enrolled in these programs from the age of four.

The support classes provide a range of learning adjustments to the school curriculum. Individual learning plans are written, in consultation with parents, to address children's diverse abilities and learning needs.

The enrolment of a child in a support class is done through a regional process known as a regional placement panel. The school principal, in consultation with the school's Learning Support Team, assists with this placement process. Further information and advice about enrolment in a supported learning class is available from the Queanbeyan School Education Office, Student Services Officer by phoning 6200 5000.

### **Learning Support Programs**

Support teachers at Queanbeyan Public School work cooperatively with class teachers and parents to develop and implement programs to assist students and meet their individual learning needs. These programs may be presented within the classroom or by withdrawing students for individual and/or group instruction.

### **School Learning Support Programs**

Specific classroom programs are provided to assist students who are experiencing difficulty with academic, social, emotional or behavioural learning achieve improved learning outcomes and experience success.

### **Supporting Aboriginal Students**

Personal Learning Plans are developed for each student. Through student-teacher conversations, trust is built and teachers' cultural understanding is increased. Parents are included as partners to support their children and to provide the necessary documentation. Aboriginal Education Assistants work closely with class teachers to support Aboriginal students.

### **English as an Additional Language/Dialect (EAL/D)**

Classroom programs are provided to assist students who are learning English as an additional language. The intensity of this support changes as students learning needs change and they achieve a greater understanding and use of English.

### **Reading Recovery Program**

This intensive reading program, implemented in Year 1, is designed to assist students who are experiencing difficulty with developing reading skills.

### **Literacy Lessons (L2)**

This is an individualised literacy intervention for Year 2 students with an emphasis on developing comprehension and complexity in writing. The program helps students develop the knowledge and skills necessary to achieve Stage 1 outcomes.

### **You Can Do It Program**

Across the school, students learn the language and actions of resilience through this strength-based program that incorporates positive psychology and promotes optimal functioning and well-being.

### **On task Training**

Students in Years 1 to 5 learn explicit strategies of self-talk to achieve whole body listening and increase their engagement in learning.

### **Splashdown Program**

Identified students from Kindergarten to Year 6 are supported in the development of their emotional and social competencies. This has contributed to improved self-awareness, self-management and social awareness and a greater capacity to build positive relationships.

### **Repetition of Children**

Teachers and parents discuss repetition when there is a significant concern about a child's capacity to be successful in their current social, emotional, physical and academic program. If a child is being considered for repetition at any stage, parents will be consulted, informed of the concerns and given the information necessary to make a decision. Parents' wishes and needs will be given full recognition.

### **Itinerant Support Teachers-Hearing/Vision**

Specialist teachers visit our school to assist students with needs in these areas.

### **School Counsellor**

Staff or parents who have significant concerns about a child's social, emotional or academic progress at school can make a referral to the learning support team for the School Counsellor to become involved in supporting the student. Parent permission is required before the counsellor can begin to work with a student. Parents are informed of the results of counsellor interventions. In special cases the counsellor may refer students for further assessment to outside professional agencies, again with parent cooperation. Parents who wish to make an appointment with the counsellor may do so by contacting their child's teacher or the principal.

### **Home School Liaison Officer (HSLO)**

When students have poor attendance and unexplained or unsatisfactory reasons for absence their cases may be referred for investigation to the Home School Liaison Officer. The HSLO works with the school and families to resolve the problem and to improve attendance.

### **Library and Resource Centre**

The Library offers students the chance to explore the world around them and participate in a range of activities to develop independent and cooperative work habits. Students also learn information and borrowing skills.

Parents are urged to take an active interest in their child's leisure reading and encourage them to borrow regularly from the library. The Library opening hours are posted on the door and it is possible to borrow every day. Students from Kindergarten to Year 4 are required to use a library bag to protect the books. The Premier's Reading Challenge encourages students to read from an extensive range of fiction and non-fiction books.

Students can also participate in a variety of activities before school and during the lunch break.

Cooperative teaching sessions give students the opportunity to talk and write about what they have read and learnt with their teacher and the teacher librarian. They are encouraged to take ownership of their reading so as to develop as readers and thinkers. The interactive whiteboard enables students to research and present work in exciting ways.

Our Library also has a range of books and resources available to parents. These may be borrowed by contacting the Teacher Librarian.

### **Distance Education Centre**

The Queanbeyan Distance Education Centre is based at Queanbeyan Public School and provides an enriching curriculum for primary students unable to attend mainstream school for reasons including isolation, travelling, challenging behaviour or medical incapacity. Information is available from the Distance Education website. Applications for enrolment are available from the staff at the Centre.

### **Schools as Community Centres (SaCC)**

The SaCC is available to meet the needs of all families. It supports the transition of students to school and promotes the early participation of families in school activities. Activities include: a Homework Club for Aboriginal students from Kindergarten to Year 6, Kindergarten transition programs and preschool playgroups. The facilitator can be contacted by phoning 62972167.

### **Homework**

Homework bridges the gap between learning at school and learning at home. It reinforces work done in class, develops concentration and helps establish skills such as research and time management. It is important for parents to take an active interest in their child's homework and home reading. Generally, students will spend up to 30 minutes a night doing homework by the time they reach Years 3 and 4 and 45-60 minutes a night in Years 5 and 6, of which 10-20 minutes might be spent reading or doing research. Teachers provide homework information and guidance to students and parents. Parents are encouraged to speak to their child's teacher if questions or concerns arise.

### **Excursions**

Excursions are an important part of every student's learning. They are selected to enhance classroom topics and contribute to student's learning and life experience. Overnight excursions are held for Stage 2 and Stage 3 students. Permission notes and payments for performances must be returned to class teachers by the due date for each activity.



## **Performances at School**

Live performances presented at school are a special type of excursion. The school selects a range of approved performances to enrich and stimulate learning. Information about the performances for the year is provided to parents. Permission notes and payments for performances must be returned to class teachers by the due date for each activity.

## **Professional Development**

The Staff is regularly involved in professional discussions and study to enrich their understanding of current learning theory and practices. This learning has a direct impact on teaching programs and strategies and leads to improved quality of learning for students.

## **School Development Days (SDD)**

The purpose of SDDs is to improve the learning outcomes of students by providing targeted professional learning activities, assisting whole school planning and development and promoting quality management practices. All Schools have been allocated a number of SDDs each year for the professional development of staff. These days are held on the first day of Terms 1, 2 and 3 and on the last two days of Term 4. The specific dates for each year can be confirmed by going to the school and/or department website.

## **Successful Learning**

The NSW Syllabus' for the Australian Curriculum will be implemented from 2014.

## **Key Learning Areas**

The broad learning areas and their components in the primary Curriculum area:

**English:** Reading and Viewing, Writing and Representing, Speaking and Listening

**Mathematics:** Working Mathematically, Number and Algebra, Measurement and Geometry, Statistics and Probability

**Science and Technology**

**History**

**Geography**

**Creative Arts:** Music, Visual Arts, Drama

**Health, Physical Education and Personal Development**

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated in the Key Learning Areas.

Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

General capabilities: Critical and creative thinking, Ethical understanding, Information and communication technology capability, Intercultural understanding, Literacy, Numeracy, and Personal and social capability.

Other learning across the curriculum areas: Civics and citizenship, Difference and diversity, and Work and enterprise.

## **Special Programs**

### **Information Communication Technology**

The technology centre of our school has greatly expanded: all students have access to computers, including laptops and ipads, and Interactive White Boards have been installed in all classrooms. Students and teachers investigate how the many different applications of technology can be used for learning. For example, Years 5 and 6 students have used Notebook to develop teaching pages, explored Photoshop Editor, and used word clouds and imovie. They have created short slide shows set to music. Years 3 and 4 students have refined their use of Office tools and experimented with Google Sketchup. Years 1 and 2 students have explored the internet and Kidpix. Kindergarten students have improved their mouse and typing skills. They can access the school computer system. The students in Supported Learning Classes are exploring ipads. They confidently use this tool in their lessons every day.

The use of technology as a learning tool is encouraged and educational websites are included in class activities and as a part of homework tasks. Teachers have enjoyed the challenge of incorporating technology in their classrooms.

The school's web site is active and parents are encouraged to use this resource to stay informed of events and activities in the school.

### **Environmental Education**

Students participate in theoretical and practical activities that help them understand and appreciate the environment and their connection to and impact on it. Programs foster an understanding of the environment as an integrated system, as well as developing life-long attitudes and skills that are conducive to achieving a sustainable environment.

### **Brospeak**

BroSpeak assists Aboriginal boys in Years 5 and 6 to become strong in their Aboriginal identity and successful in achieving their goals. The boys have time to look, listen and learn from Aboriginal men, teachers and each other and to be proud of who they are and what they achieve at school. It helps them to know about their culture and believe in themselves, to make smart decisions and develop the skills and knowledge to make positive choices. The program also gives each boy a chance to be a mentor and leader in the school.

### **Tinkering Shed**

A kiln has been installed in the shed in front of the futsal courts. Students work with clay to produce small sculptures which are fired in the kiln.

### **Special Religious Education**

Representatives from local Ecumenical and Catholic faith groups provide 30 minutes of religious instruction each week to students.

### **Special Education in Ethics**

Community volunteers, trained by the St James Ethics Centre, provide 30 minutes of instruction in ethical understanding each week to students.

### **Child Protection Education**

As part of the school's Personal Development program, all students develop skills in recognising safe and unsafe situations and learn strategies for protecting themselves, including saying 'no' if they can, going away from the situation and telling a trusted adult what has happened as soon as possible.

### **Human Sexuality Education**

Year 6 students learn strategies for understanding and managing life changes including sexual maturation, reproduction and the implications of changes at puberty. They learn the skills to make informed decisions, to accept responsibility for their actions and to make valuable contributions to relationships. Parental permission is necessary to join the program.

### **Extra-Curricula Activities**

A range of extra-curricula activities is available. These activities provide an opportunity for students to increase their knowledge and experiences in various areas.

#### **Choir**

Queanbeyan Public School has choirs for children in Years 1 to 6. Auditions are held early in the year and the choirs rehearse once a week. Every second year, the Choirs audition for the NSW Primary Schools' Proms Concert (Years 3-4) held at Sydney Town Hall and the NSW Primary Schools' Choral Concert (Years 5-6) held at the Opera House. The choirs perform at a number of different engagements, both within the school and for community events, over the year. Students sing in unison and in harmony, usually with piano accompaniment.

#### **Dance**

All students participate in a variety of dance activities and programs. Students, in Years 3-6, may participate in the Annual Queanbeyan District Arts Education Festival. This event provides a unique performance opportunity for students to showcase their skills.

#### **Tournament of Minds**

Tournament of Minds is a national competition that gives students an opportunity to demonstrate their talents in exciting and vibrant ways. Students participate in creative activities that involve challenging open-ended problems, co-operation, experimentation and teamwork. It provides an arena in which students display their ingenuity, and it develops skills in creativity, communication, negotiation, time management, problem solving and presentation. It rewards divergent thinking and stimulates a spirit of enquiry and love of learning.

Detailed information about the following programs is available from the school. Families may need to pay private tuition fees for their children to participate.

#### **School Band Program**

Queanbeyan Public School supports a concert band program that is open to students from Years 3 to 6. Students may hire an instrument during their participation in the program and pay private

tutors for lessons. Tutorials take place during school time with a compulsory band rehearsal held one morning before school. The program has been working exceptionally well and the school band is on the way to developing a strong repertoire. Further information is available from the school.

### **Individual Music Tuition**

Specialist music teachers provide opportunities for students to learn piano or guitar. Concerts may be held each year for children to perform for their parents.

### **Sport Organisation**

#### **Sports Houses**

The four school Sports Houses have been named after people important in the early history of Queanbeyan. They are:

Campbell (red) – Robert Campbell was the first major landowner in the region from 1825.

Evans (green) – George William Evans, an explorer and Surveyor General in 1803.

Farrer (yellow) – William Farrer, 'The Wheat Wizard' settled in Queanbeyan in 1870.

Hume (blue) – Hamilton Hume, an explorer travelled through the region in 1824.

Children are allocated to a Sports House in Kindergarten and siblings are placed in the same House. Children remain in that House throughout their primary years.

#### **School Inter-House Competition**

House points are awarded to students for participating in sporting events, including the swimming, cross country and athletics carnivals. Each year, at the Primary 'Celebration of Learning', a Champion House Award is made. This is based on a compilation of all points awarded throughout the year.

#### **School Sport and Physical Education**

Information about exercise and sport activities is provided to parents at the beginning of each year. All class programs include fitness, development of skills and games activities.

#### **Learn to Swim**

Each year the school arranges a Swimming Program that caters for all levels of swimming ability. All students from Year 1 to Year 4 are eligible to take part in this program. The classes are held during the school day at the Queanbeyan covered heated pool.

#### **Carnivals**

Students aged 8-13 years may participate in the school competitive swimming, cross country and athletics carnivals. Representatives are chosen from these events to participate in the Queanbeyan District Primary Schools Sports Association (PSSA) Carnival. From this level, winners proceed to the Region and State Carnivals. Throughout the year students in Years 3-6 may be involved in interschool activities and students in Years 5-6 may be selected to play in school teams as part of PSSA competitions.

## Providing Transport

The school must ensure that parents who provide transport for students, other than their own child, to out of school events have: adequate seating and seat belts that meet all legal requirements, a current drivers licence and current comprehensive insurance and registration.

Copies of all relevant documentation must be supplied to the school prior to the event.

## Health and Wellbeing

The health of students is relevant to their learning. Our programs and practices promote good health and safety and support students who have health needs. We provide first aid and temporary care for students who become unwell or who have an accident at school. Where students are known to have significant health care needs parents and teachers work together, and in consultation with a doctor, to prepare an individual health care plan for the student.

## Healthy Living

'Crunch and Sip' practices have been introduced in many classes. At about 10.00am each day, students stop work to crunch fruit and vegetables and sip water.

## Immunisation

From January 1994, parents have been required to provide the school with proof of immunisation at the time of enrolment. (The Community Health Centre, Medicare or your family doctor can issue an Immunisation Certificate.) If you are unsure of your child's immunisation status or have concerns about this you should contact the Community Health Centre. Parents have the right to not have their children immunised. However, in the event of an outbreak of a vaccine preventable disease, unimmunised children may be required to remain at home for the duration of the outbreak.

## Infectious Diseases

Parents are asked to advise the school if their child contracts an infectious disease. Children must stay away from school until their doctor confirms they are fit to return. The more common infectious diseases include: chicken pox, measles, hepatitis, mumps and whooping cough. Other common infectious diseases include: ringworm, conjunctivitis, impetigo (school sores) and pediculosis (head lice). Information about what diseases are infectious, the signs and symptoms and how long to keep your child away from school is available from the Community Health Centre or on-line from the NSW Department of Education.

## Sickness or Injury

A first aid officer treats students who become ill or who have an accident during school time. Students must first inform their teacher who will direct or escort them to the sick bay. If necessary, parents will be contacted and advised to collect their child. The P&C Association subscribes to the NSW Ambulance Service for use in emergencies. A record is kept of reports of accidents. Painkillers will not be given to children.

## Medication

Some students require regular prescription medication for a variety of reasons. The school's administrative team is only able to administer this medication when parents have completed a request form and provided the school with detailed written information. An original prescription showing the dose to be administered and the child's name must be provided to the school. Parents are responsible for keeping the school informed of any changes to medication.

## Allergies

Parents need to advise the school if their child has been diagnosed with an allergy that could affect their learning or well-being at school. Our school has a 'Healthy Food' canteen that closely follows Department procedures and policies to support students with allergies.

**Anaphylaxis** is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen (eg nuts, bee stings, seafood, latex). Anaphylaxis is potentially life threatening and always requires an emergency response.

Our school is a 'nut aware' school and all care is taken to prevent any nut products entering the school grounds. The school community is to be congratulated for its co-operation in supporting this practice.

## Sun Safe Practice

Our school aims to protect the students' skin from damage and to develop long-term positive attitudes to protection from the sun. We endeavour to reduce students' exposure to sun wherever possible. They are required to wear a school hat and a school t-shirt with a collar as part of uniform when they are outside or they play in shaded areas.

## Positive Support for Good Discipline

Student Welfare is the umbrella for all school policies and practices relating to the well-being of students. It encompasses everything the school community does to meet the personal, social, emotional and learning needs of students. Student Welfare programs are implemented through the whole school curriculum and enhance effective learning and good discipline by:

- encouraging students to take responsibility for their own learning and behaviour
- providing opportunities for students to develop the skills involved in positive relationships, problem solving and dispute resolution
- creating safe, caring learning environments where all students are valued
- recognising diversity and providing activities which acknowledge difference and promote harmony
- identifying key social skills and developing plans for all students to acquire them
- providing opportunities for students to: enjoy success and recognition, make a useful contribution to the life of the school and derive enjoyment from their learning.

- establishing clear school rules which are known and understood by all school community members
- implementing a system to manage, support and guide students whose behaviour is causing concern
- monitoring attendance and ensuring that students attend school regularly
- incorporating students' views into planning related to school climate and organisation
- providing opportunities for students to gain leadership experience.

## **Core Values – Explicit Explanation**

### **Caring, Fairness, Respect, Success, Personal Growth**

Values guide the decisions we make and help to build positive relationships with peers, teachers and parents within the classrooms and the wider community.

It is important that everyone is able to:

- Get the help they need
- Feel safe
- Achieve their potential
- Work without distractions
- Co-operate with, and support, others.

## **Caring**

### **What is Caring?**

Caring is paying attention to, and looking after, the things that matter to you. You care for yourself, family members, friends, other people, pets and for special things.

### **Why is Caring important?**

Caring people help the world to be a better place. When a person knows that someone cares for them, they feel less alone. We need to practice caring about ourselves too. When you don't care about yourself, others may think less of you.

### **How do we show Caring?**

When you care about someone, you show your interest in them. You listen to them, engage in conversation with them or do something helpful for them. When you care about yourself, you present yourself in the best possible way. You keep your body clean, feed yourself healthy food and have enough rest to keep yourself well. When you care about things you look after them and use them properly.

## **Fairness**

### **What is Fairness?**

Fairness is doing things honestly and in accordance with the rules. It is being truthful and listening to all sides. It is accepting and appreciating each person as an individual.

### **Why is Fairness important?**

When you practice fairness you can be relied upon and trusted. You think about how others feel and get along with them. You listen to new ideas and take responsibility for your decisions and actions.

## **How do we show Fairness?**

When you show fairness you follow the rules. You listen to different points of view and consider other people's feelings before acting. You play and work with people who look different to you, have different ideas or come from a different background to you. You show fairness by taking action when someone is behaving inappropriately to another person.

## **Respect**

### **What is Respect?**

Respect is treating others with dignity. It is showing appreciation for others. Respect includes being polite, well-mannered and courteous.

### **Why is Respect important?**

Respect shows that you appreciate the people, pets and things around you. Having respect for someone leads to a more friendly and peaceful world because people are listening and speaking to each other in a considerate way. Respect helps us to cooperate, negotiate and compromise with others. Respect enables people to combine their individual energies and talents to work together successfully.

### **How do we show Respect?**

You show respect by having good manners, by saying 'thank you', and 'please'. You show respect by listening courteously to others, cooperating with them and not putting other people down. You show respect by recognising, appreciating and accepting differences.

## **Success**

### **What is Success?**

Success is achieving the goals you have set for yourself. You work consistently and do your best. Success is feeling proud of your achievements.

### **Why is Success important?**

Success helps us to feel good about ourselves and to develop into the person we want to become. It gives us confidence to try new or more difficult tasks.

### **How do we show Success?**

You show success by feeling both pleased with and proud of your achievements. You set new goals and move forward with more confidence to develop your strengths and talents. You show success when the team you are working in achieves a common aim.

## **Personal Growth**

### **What is Personal Growth?**

Personal Growth is learning about yourself to become a better person. It comes from hard work, patience and endurance. It is trying again and again and not giving up. It is the ability to stay on task and get things done. Personal Growth is being accountable for your actions and decisions and learning from your mistakes.

### **Why is Personal Growth important?**

Personal Growth means others can rely on you and trust you. Personal Growth helps you to have courage to do the right thing when you are in a difficult situation or feeling alone.



### **How do we show Personal Growth?**

You show personal growth by being willing to try new things and doing your best even when things are difficult. You show personal growth when you reflect on your decisions and take responsibility for them. You show personal growth when you face your mistakes, learn from them and try again.

### **Code of Conduct**

We provide programs that encourage self-directed learning and critical thinking. We are committed to creating a positive learning environment. We provide guidelines and boundaries for students to maintain discipline and make appropriate choices. Everyone has the right to work and learn in a safe environment.

We believe that:

- Students have dignity and worth.
- Students can and should behave appropriately.
- Discipline is a shared responsibility between home and school.
- Both positive and negative behaviours should be acknowledged with appropriate responses.
- An effective rational discipline program is a necessary element of every learning environment.

If a student has difficulty recognising their responsibilities in relation to the student code of conduct a staff member will intervene and respond with an appropriate action. We will employ conflict resolution strategies and we will make use of:

- The Learning Support Team
- The Counsellor
- Members of the Executive Team
- Parents, guardians and family members.
- Other staff members
- Outside agencies as appropriate.

By accepting responsibility for our choices we will grow as life-long learners.

### **Student Responsibilities**

Students have a responsibility to:

- Follow the core rules.
- Show respect towards others and value their opinions and contributions.
- Take advantage of the learning opportunities offered.
- Treat others equitably and with fairness and understanding.
- Accept personal responsibility for learning and behaviour.
- Respect the rights and property of others and behave in a safe and considerate manner.
- Be an example to others including refraining from bullying or harassment.
- Keep the school environment clean and safe.
- Respond promptly and politely to reasonable requests from members of staff.

### **Staff Responsibilities**

Staff members have the responsibility to:

- Respect and value all members of our school community.

- Treat others equitably, fairly and with understanding.
- Listen to the opinions of others and be open to new ideas.
- Model positive social behaviour and promote a sense of belonging to the school community.
- Establish positive communication links with parents.
- Demonstrate a commitment to life long learning through professional and personal pursuits.
- Keep the school environment clean and safe.
- Provide challenging, relevant learning programs appropriate to the students' needs.
- Collect students and start lessons punctually.
- Actively supervise students throughout the day.

### **Parent/Guardian Responsibilities**

Parents/guardians have a responsibility to:

- Respect and value all members of our school community.
- Treat others equitably, fairly and with understanding.
- Model positive social behaviour and promote a sense of belonging to the school community.
- Establish positive communication links with the school and teachers.
- Make appointments to discuss issues with teachers.
- Sign in at the Front Office when visiting the school during the day, read WHS information pamphlets and follow procedures.
- Be actively involved in their child's academic and social development.
- Support the efforts of staff and students in maintaining a clean and safe environment.
- Participate as an active member of the QPS community and support school policies and initiatives.
- Help their child follow the school's code of conduct.

### **School Rules**

#### **Core Rules for Students – NSW Department of Education**

All students are expected to:

- Attend school every day and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

### **Specific Classroom Rules**

All students are expected to follow their classroom rules. These rules are developed at the beginning of the year and reviewed each term. They are published and displayed in each classroom. Copies are sent home to families at the beginning of each year to inform parents and enable them to support and encourage their children to take responsibility for their learning and behaviour.

### **Specific Playground Rules**

- Follow teacher instructions.
- Be safe and play in sight of the teacher.
- Keep hands and feet to self.
- Be calm and make good choices
- Speak and act respectfully towards others.

### **Good Discipline Framework**

To promote the highest standards of learning and behaviour for all students, a Positive Behaviour Plan and a Levels System have been developed to manage, support and guide student behaviour.

#### **Positive Behaviour Plan**

The Positive Behaviour Plan, incorporating lessons to promote understanding of the school's core values, encourages students to take responsibility for their own learning and behaviour. Key social skills, including those skills involved in developing positive relationships, solving problems and resolving disputes, are explicitly taught and practised in every class.

The Positive Behaviour Plan also provides recognition for students' behaviour and learning achievements. It includes a range of class, stage and whole school encouragement and recognition systems. Some examples of these are: stamps and stickers; verbal and non-verbal affirmation; class, playground and assembly awards; morning tea with the principal; and Gold Awards and Core Value Awards.

Our school recognises and reinforces student achievement through:

- Merit awards including Core Value awards
- Ongoing, regular contact with parents
- Commendations at assemblies and special school activities
- Fostering positive relationships with the local media to promote public acknowledgement of the school and individual student achievements
- Modelling of consistent and caring behaviour by staff, parents and community members
- Promotion and provision of opportunities for student leadership and citizenship
- Encouragement of participation in a diversity of experiences beyond core curriculum

Each week, Awards are presented to children in each class. The awards reflect all aspects of

school life from academic achievement to community service. They are not given as a prize, but as public recognition of those qualities which we hope to find and which are desirable in everyday living of good citizens.

Each term students have the opportunity to receive a 'Gold Award' in recognition of their consistent positive behaviour in the classroom and the playground.

Each year the 'Medallion Award' is the highest award the school makes. This award is for outstanding achievement in aspects of school and community life. It may be presented to students, staff and parents.

Queanbeyan Public School also creates a package of support for students who require assistance with self-regulation of behaviour. The students are identified and referred to the Learning Support Team so plans can be developed to best meet the students' needs. Consultation is the key to the development of the plan, combining the expertise of school staff with outside professionals where required. Close communication with parents is seen as an integral part of building success for our students.

#### **Implementation of the Levels System**

Student behaviour, which is causing concern, is managed, supported and guided through the implementation of a Levels System. Incidents are responded to consistently and fairly and where behaviour is escalating students may progress through the levels or students may move directly to a more serious level.

#### **Gold Awards**

Students begin each term at Gold Level and they receive a 'Gold Award' at the end of the term, in recognition of the contribution they have made to school life if they have successfully demonstrated positive behaviours throughout the term. Gold Level behaviour is behaviour that is consistent with the school rules and code of conduct and reflects the core values.

#### **Core Value Awards**

These awards are presented to students to recognise and encourage behaviour that reflects the school's Core Values. Students are given explicit feedback and guidance about ways they can contribute more positively at school.

#### **'Splash into Success' Awards**

Splash into Success awards are presented to reinforce messages from the 'You Can Do It' program. Students who demonstrate Confidence, Organisation, Getting Along, Persistence and Resilience, receive specific feedback through the award to recognise achievements, encourage future actions and support effective change.



## Proud Tradition, Bright Future

### School Motto

'Honour before Honours'

### School Mascot

'Splash' the platypus

### School Prayer

God, our heavenly father,  
We ask you to give your blessing to our school.  
Give to all who work here a love of knowledge  
Which makes learning a discovery and a joy.  
May the spirit of loyalty and devotion  
Bind us more closely together,  
That we may work not for our own advantage,  
but for the good of all.  
Amen.

### Mission Statement

Queanbeyan Public School promotes equity and excellence by providing all students with access to a high-quality education that enables them to explore and build on their gifts and talents. We support all students to become successful learners, confident and resilient individuals and active and informed citizens.

### Acknowledgement of Country

Queanbeyan Public School community acknowledges the Ngunnawal people as the traditional custodians of this land.

### School Song

Our school is built on these foundations:  
friendship, work and loyalty.  
We come from many lands and places,  
and we live in unity.  
O bless our school and keep us safe,  
and we'll do all we can,  
to show that we are pupils of our school in  
Queanbeyan.

