

# *2020 INFORMATION BOOKLET*



# *DARRA STATE SCHOOL*

*Winslow Street, Darra 4076  
Telephone: 3716 6444  
E-mail: [admin@darrass.eq.edu.au](mailto:admin@darrass.eq.edu.au)*

*Principal: Ms Gayle Healey*



**Vision: As individuals and as a community, we aim to become successful inspired lifelong learners and global citizens.**

***DARRA STATE SCHOOL***

***KEY PRIORITIES FOR 2020***



***Steering a Course Together***

**Every Student Succeeding through:**

*Quality Teaching of Writing across  
different Learning Areas*

*Wellbeing*



**We are family; we promote belonging.**

We inspire our students to develop a life long love of learning.

All our students are known by name – they won't be lost in a crowd.

## SCHOOL INFORMATION

<b>Principal Business Manager</b>	Ms Gayle Healey Ms Tracy Rice
<b>School Address</b>	Winslow Street DARRA QLD 4076
<b>Telephone</b>	(07) 3716 6444
<b>School Hours</b>	8:55am - 3:00pm
<b>P &amp; C Association Meetings</b>	Monday 6.30pm to 8.00pm in Library Dates advertised in Newsletter
<b>P&amp;C E-mail</b>	<a href="mailto:pandc@darrass.eq.edu.au">pandc@darrass.eq.edu.au</a>
<b>School Website</b>	<a href="http://www.darrass.qld.edu.au">www.darrass.qld.edu.au</a>
<b>E-mail</b>	<a href="mailto:admin@darrass.eq.edu.au">admin@darrass.eq.edu.au</a> <a href="mailto:principal@darrass.eq.edu.au">principal@darrass.eq.edu.au</a>

## SCHOOL TERMS 2020

### TERM 1

Monday	27	January	<b>Australia Day</b>
Tuesday	28	January	<b>Term 1 commences</b>
Friday	03	April	<b>Term ends</b>
Friday	10	April	<b>Good Friday</b>
Monday	13	April	<b>Easter Monday</b>

### TERM 2

Monday	20	April	<b>Term 2 commences</b>
Saturday	25	April	<b>Anzac Day</b>
Monday	04	May	<b>Labour Day</b>
Friday	26	June	<b>Term ends</b>

### TERM 3

Monday	13	July	<b>Term 3 commences</b>
Wednesday	13	August	<b>Royal Queensland Show Day (EKKA)</b>
Friday	18	September	<b>Term ends</b>

### TERM 4

Monday	05	October	<b>Queen's Birthday</b>
Tuesday	06	October	<b>Term 4 commences</b>
Monday	19	October	<b>Student Free Day/Teachers Professional Development Day</b>
Friday	11	December	<b>Term ends</b>



# Darra State School History

Darra State School opened in 1916 with the establishment of the Queensland Cement and Lime Company on the northern side of the railway line through Darra. It grew to a maximum size of around 900 after World War II when it became the intake school for successive waves of European migrant families who were housed at the Wacol Migrant Centre and in the growing suburbs of Wacol and Inala.

In more recent times, Vietnamese refugee and migrant families have provided the majority of students at the school and, with the closing of the Wacol hostel, a settled Vietnamese community in Darra and the surrounding suburbs continue to choose Darra State School. Other Darra families from some 40 different cultural groups also support the school.

The school now accommodates a large Vietnamese school, with its own Principal and teaching staff, on Saturday morning, and a Chinese class on Sunday.

Darra State School became the site of one of the first preschools in the state in 1973.

## School Profile

Established in 1916, Darra State School provides high-quality education to students from Darra and surrounding suburbs. Our school is small, diverse and harmonious. Staff and students know each other by name - no child is lost in the crowd. Our school is an extended family, and our students have a strong sense of belonging.

Our school motto is 'Steering a Course Together', where staff, students and families work collaboratively together to achieve high educational outcomes for our students. We are committed to our school vision - as individuals and as a community, we aim to become successful inspired lifelong learners and global citizens.

Our staff are happy, caring and dedicated. Working together, we stay current in our professional knowledge, and apply this in our daily work. Our school team includes Teachers, Inclusion Teachers, Teacher Aides, a Guidance Officer, a Speech Language Pathologist, Chaplain, Administrative staff and the staff who care for our facilities.

Families are encouraged to be actively involved in school life and the development of their children. Families are always welcome at school.

At Darra State School, we inspire our students to develop a lifelong love of learning.

## School Vision

As individuals and as a community, we aim to become successful inspired lifelong learners and global citizens.

All our students are known by name – they won't be lost in a crowd.

We are family; we promote belonging.

We inspire our students to develop a lifelong love of learning.



# Letter of Welcome



**Dear Families,**

As a staff, we welcome you to our school community and thank you for choosing Darra State School to work with you on the formal education of your child. Our school motto is “*Steering a Course Together*” and we trust you will see the practical application of this within the school and its community.

Families have a very important place in our school. Children gain most benefit from schooling when the school and families work in mutual co-operation. We are, after all, working towards the one goal of a quality education for your child.

Whenever possible, Darra State School promotes an *open door* policy. We welcome your involvement in the school through activities such as attendance at parent-teacher conferences, meetings and social events and through assistance with classroom activities and school excursions. There may be further opportunities for you to become involved in some of the decision-making related to school activities through membership of committees such as the Parents and Citizens’ Association. These activities also provide opportunities for you to meet with other parents and school staff.

We look forward to a most co-operative, rewarding and enjoyable year of schooling, working together in the best interest of our children.

Kind regards,

A handwritten signature in purple ink, which appears to read 'G Healey'.

***Mrs Gayle Healey***

Principal

for Darra State School Staff

## ABSENCE - EVERY DAY COUNTS

### *Monitoring Student Attendance at School*

Under the law, you must make sure your child is enrolled and attends school on ALL school days unless you have a reasonable excuse. You must not keep your child away from school for minor reasons. Under the law, schools must monitor attendance of students and follow up, with parents and caregivers, any unexplained absences.

Regular absenteeism is monitored and Education Queensland **Every Day Counts Policy** is followed as required where there is concern (which may include the involvement of the Police and/or The Department of Communities).



### *What you can expect from the school?*

- Monitoring of student attendance
- A daily SMS is sent to your nominated mobile number when a child has an unexplained absence. **This SMS is sent by 10.00am everyday.**
- Following up any unexplained absences as soon as practicable, but within three days of any unexplained absence
- Effective teaching strategies to engage your child in learning
- Strategies to encourage your child to go to school.

A formal letter is sent home to parents/carers requesting an explanation for an absence, if a reason has not been received.

### *Support for families:*

If your child does not want to go to school, or is missing school without you knowing, contact the school immediately for assistance and support.

### *Frequently asked questions:*

#### *Do I need to let the school know if my child has been away?*

Yes – Parents must let the school know the reason for the absence, if not beforehand, then within three days of their child's return to school.

#### *Can I take my child out of school for family or social occasions?*

No – You should arrange leisure activities, visits to family and friends and shopping trips outside of school hours.

#### *Does the occasional day away from school really affect my child's education?*

Yes – Research shows that higher student attendance is associated with higher student achievement.

### *Signing students in/out of school*

When students arrive at school any time **after 9:00am**, they **MUST** be signed in by a parent/carer at the school Administration. A **Late Arrival Slip** will be provided to the student/s to give to the class teacher.

When collecting students from school at any time **prior to 3.00pm**, they **MUST** be signed out by a parent/carer at the school Administration. Parents/carers **ARE NOT PERMITTED** to collect students directly from a classroom, an **Early Slip** will be provided to you to give to the class teacher to release your child/ren from class.

### ***Extended absences from school***

Absences for 10 school days or more must be approved by the Principal. Please see the administration staff for an **application for exemption form** to complete.

## **BOOKS/EQUIPMENT**

Years Prep-6 book lists will be sent home with children towards the end of the previous year. Books and stationery are available for purchase from Sequel, alternately you can purchase from local book shops and newsagents.

## **CAMPS**

A priority in this area is the involvement and participation by everyone in the development of physical education, sporting skills and community spirit building. School camps are held for Years 5 and 6. Camp is held over approximately 2 nights. Camps are a “**no pay/no go**” arrangement, but parents in financial difficulty may request confidential assistance from the Principal.

## **CASH COLLECTION**

- **Cash for collection is brought ONLY to the Administration each morning before school.**
- All money must be in a sealed envelope with your **child's name, class, activity and amount clearly written on the envelope.**
- **BPoint** is the Department of Education's preferred method of payment, information can be found at the bottom of your invoice/s that will be emailed to your nominated email address.
- All money for excursions needs to be finalised by at least cut-off date prior to the excursion date or the students **will not** be attending the excursion.
- With the Principal's prior approval, money for excursions / camps can be paid off weekly or fortnightly, as long as it is finalised by the day prior to the excursion date.
- Parents will be given as much notice as possible of an excursion/activity.
- Parents can operate a credit system of payment in advance. Please see the school Administration for details.

Many excursions / activities are non-refundable after the closing date, as once the school commits to certain student numbers, many expenses are finalised and cannot be refunded.

## **COMMUNICATION**

Communication in a school is very important so families are fully aware of different events and celebrations around the school. As communication is a two-way street, the school will keep information updated through various mediums and we strongly encourage parents to read information from the school. The different methods of communication are:

- Email – all excursion/incursion notes, class overviews and information about class or school events are emailed to families. **Ensure the school office has your current email address.**
- Newsletter – an electronic newsletter is distributed fortnightly on a Friday afternoon (starting the first week of each term).
- Facebook – follow our Facebook page for up to date information.
- YouTube Channel – Darra State School has a YouTube channel.
- Website – Our webpage, [www.darrass.eq.edu.au](http://www.darrass.eq.edu.au) provides information about the school i.e. tuckshop menu, uniform shop catalogue, etc, calendar events and celebrations of our student work.
- Parade is held every Monday at 2.30pm in the school hall. Families are welcome to attend.

All information published through these platforms is approved by the Principal and will only include information about the student as approved by parents through the State Schools consent form completed on enrolment.

## CONTAGIOUS DISEASES

Public Health Act (2005) provides Principals with the authority to direct a parent of a child with a specified contagious condition to remove their child from school for a prescribed period.

Parents of unvaccinated children relevant to that condition can be directed to remove their child for the same prescribed period.

Education Queensland and Queensland Health will work together closely in these circumstances in the best interests of all students, their families and public health.

## CONTACT DETAILS (ROUTINE & EMERGENCY)

Contact details must be kept up to date through Administration. Ensure you make prior arrangements, particularly if working, if the school is required to contact you in an emergency or if your child/ren is hurt or sick.

- Advise school through Administration of such arrangements.
- Advise school of any changes of telephone numbers / address / doctor.
- Advise school of any medical problems and the relevant medical treatments required, even if they do not need to be administered at school.

## CURRICULUM IMPLEMENTATION

Our school's curriculum is based on the current Australian Curriculum. Darra Teachers use this as the basis of the learning program.



There are eight key learning areas that form the curriculum for all years of schooling in Prep – Year 6. These are: The Arts (Media, Visual Arts, Dance, Drama & Music), English, Health and Physical Education, Languages Other Than English (Mandarin Chinese), Mathematics, Science, HaSS, and Information & Communication Technology.

Within the key learning areas are seven general capabilities that are designed to add depth and richness to student learning. These are addressed through the content of the learning areas. Information, from the Australian Curriculum, about the general capabilities is outlined as follows:

**Literacy** – Literacy involves students developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. It also involves the integration of speaking and listening, viewing and critical thinking with reading and writing and includes the cultural knowledge which enables the speaker, writer and reader to recognise and use language appropriate to different social situations.

**Numeracy** – Numeracy involves abilities that include interpreting, applying and communicating mathematical information in commonly encountered situations to enable full, critical and effective participation in a wide range of life roles. Numeracy goes well beyond the concept of competence in computational skills. It incorporates the application of important concepts of number and space in the fields of measurement, approximation, estimation, tables, graphs and statistics.

**Information and Communication Technology (ICT)** – students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning



to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

**Critical and Creative Thinking** – students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

**Personal and Social Capability** – students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

**Ethical Understanding** – students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

**Intercultural Understanding** – students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Another element of the Australian Curriculum is the concept of cross curricular priorities. There are three of these and they are designed to provide students with tools and language to engage with and better understand their world at a range of levels. These, too, offer opportunities to add depth and richness to student learning along with the general capabilities above. Information, from the Australian Curriculum, about the cross curricular priorities is outlined as follows:

**Aboriginal and Torres Strait Islander Histories and Cultures** – a priority designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures. It is also designed for ATSI students to be able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, to fully participate in the curriculum and build their self-esteem.

**Asia and Australia's Engagement with Asia** – a priority that provides a regional context for learning in all areas of the curriculum. It reflects Australia's extensive engagement with Asia in social, cultural, political and economic spheres. This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. Students will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world.

**Sustainability** – students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs.

The Australian Curriculum is implemented in Prep-Year 6 through units of work. Planning sessions involve the consideration of the full implementation of the curriculum and planning for the integration of the general capabilities and cross curricular priorities. It's a time to consider what the children need to learn and know, how the children will demonstrate their knowledge and the variety of needs and interests within the classes. In an attempt to make learning meaningful and purposeful, real life activities are planned and implemented where possible.



## Mandarin Chinese (LOTE)

Chinese is taught in Years 5 and 6 by a specialist teacher. Students learn to speak, read and write Chinese, with the emphasis on speaking. Chinese history and culture are also presented, along with cooking and art activities.

## Learning in the Prep Year

The Prep Year is compulsory for all children who turn five by June 30 in the year they start school.

The Australian Curriculum for the early years has been developed specifically for use in all Australian schools. The Prep Year builds on your child's learning at home and in other places like kindergarten and child care.

### The learning experiences in the Prep Year will help your child to:

- take on responsibilities
- become more independent
- respect other people
- cooperate with others
- make sensible choices about their health and safety
- develop their physical skills
- develop their oral language
- develop their understanding of literacy and numeracy
- learn how to be thinkers and problem solvers
- use their imagination and creativity
- learn about their environment



### Your child will be:

- investigating interests
- making choices
- talking with teachers and other children
- planning with their teacher about the things they might do, and carrying out their plans
- designing and making things
- singing, dancing and painting
- listening to stories
- playing games indoors and outdoors
- climbing, balancing, jumping
- planning and sharing in make-believe play
- using computers to draw pictures, make signs, play games and find out about the world
- taking part in everyday experiences like gardening, cooking and tidying up
- writing and copying signs during their play
- learning about size, shape, weight and measurement as they construct things indoors and outdoors

## Prep lays the foundations for Year 1 and beyond

The Year 1 curriculum builds on the curriculum in the Prep Year. The curriculum in the Prep Year is designed to provide the foundation that children need for success in later schooling. International research has identified several factors that influence success at school. These are:

- independence
- social learning
- health and physical development
- language development
- early understanding of literacy and numeracy
- ability to think and solve problems

- imagination and creativity
- a positive approach to learning

## How can I help my child?

- Share information about your child with the teacher. This information is always confidential.
- Chat with your child about what they're doing at school.
- Visit the classroom for a brief chat or to take part in daily activities or special events.
- Encourage your child to experiment with various materials and equipment.
- Encourage your child to explore different ways to organise areas, e.g. their bedroom, play area, cubby.
- Read together and talk about everyday items such as signs, notices, letters, catalogues, magazines, TV guides, food packaging and bills.
- Read and talk frequently about storybooks, factual books and rhymes.
- Make available a variety of materials and containers for measuring such things as water, grain and sand.
- Involve your child in family activities that investigate mathematical ideas, e.g. cooking, setting the table, matching socks, sharing a meal.
- Provide "junk" materials for drawing, making patterns, and building things.

## How can I get involved?

Darra State School recognises the vital role of parents in their child's education. There are many opportunities for you to participate in your child's learning.

Contact us for suggestions on how to become involved in the school and your child's experiences in the Prep Year program.

## EDUCATIONAL EXCURSIONS, TOURS AND PERFORMANCES

From time to time, educational excursions, tours and/or performances are organised by teachers to reinforce the work being undertaken at school. Please note the following:

- Parents are expected to meet the cost of transport and admission fees where applicable. No child is permitted to participate without the written consent of parents.
- Parents in difficult financial circumstances may request confidential assistance through the Business Manager. Please call our office on 3716 6444 to arrange a confidential meeting. Children are required to wear full school uniform, including hats and shoes when attending any excursion.

## ENROLMENT

### Preparatory Year:

Children need to be five by 30 June in the year they start in the preparatory class.

Birthdate	Eligible for Prep Year in:	Eligible for Year 1 in:
Child born 1 July 2014 – 30 June 2015	2020	2021
Child born 1 July 2015 – 30 June 2016	2021	2022
Child born 1 July 2016 – 30 June 2017	2022	2023
Child born 1 July 2017 – 30 June 2018	2023	2024
Child born 1 July 2018 – 30 June 2019	2024	2025

## Primary:

Admission of students is subject to government regulations. On enrolment proof of age must be sighted, by administration staff. This could be:

- a short extract of the child's birth certificate
- a signed statement by a Minister of Religion or a doctor
- a certificate of Baptism
- a signed statement by a parent before a Justice of the Peace
- A Statutory Declaration

When you enrol your child, you will complete an enrolment form providing important information including your contact telephone numbers. Should these details change, please complete the Change of Details form at the back of this booklet and send the information to the school. Alternatively, ring the school with any changes.

**Please direct all enquiries for preparatory year enrolment to Darra State School Administration on 3716 6444.**

## FIRE DRILLS / LOCK DOWNS

Fire drills / lock downs are conducted regularly to familiarise pupils with emergency procedures to be followed in case of fire or other hazardous situations.

## FIRST DAY OF SCHOOL

If children have been enrolled prior to the beginning of the school year, parents are encouraged to take them directly to the undercover eating area where lists of children for the various classes will be displayed on noticeboards. Even though it may be a busy time for all, take the time to introduce yourself to your child's teacher as you will be most welcome as part of the Darra school community. Leave your child with his/her teacher with as little worry as possible as children usually settle down very quickly after their parents leave. Be assured that we will ring you if your child needs you and, of course, you can always ring us.

It is an important day in children's lives and we want to make it as enjoyable as possible for everyone. The P&C annually hold a 'Tim Tam Tea and Tissues' outside the tuckshop at 9am on the first day of school, join the school community at this event to meet other school families.

## HEAD LICE

All parents are requested to check their child's hair regularly for head lice. If head lice are seen in a child's hair, all members of the class will receive a letter informing them to treat hair if necessary. Please detach the bottom section and return to your class teacher. The school has information to assist parents to effectively remove all lice and eggs and is available from administration.

## HOMEWORK POLICY

### Our Policy Development

Our school's homework policy takes account of **Education (General Provisions) Act 2006**, and the Education Queensland Policy P-12 curriculum, assessment and reporting framework.

### Our Homework Policy

Our school supports homework being regularly set in Years 1 to 6, and occasionally in Prep during Semester 2. We support the set homework being consistent with the best practice guidelines detailed below. However, in recognition of other demands on our students, we support individual students, with parent support, formally "opting out" of the set homework.

Where students (with their parent's permission and support) commit to complete the set homework, and it is not regularly completed, we support the following consequences:

- parent contact
- Responsible Thinking Room reflection sheet

## **Why we set homework?**

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. When homework is set, it will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural activities where appropriate.

We believe homework that enhances student learning:

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

## **Our set homework will be appropriate to particular Phases of Learning**

In the **Early Phase of Learning (Prep to Year 3)** many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills. Homework tasks in Prep to Year 3 may include:

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

In the Prep Year, generally students will not be set homework until Semester 2, and then only occasionally, and not more than 30 minutes per week. In Years 1, 2 and 3, set homework could be up to but generally not more than 1 hour per week.

In the **Middle Phase (Year 4 to Year 6)** some homework can be completed daily, weekly or longer period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

Homework in Year 4 and Year 5 could be up to but generally not more than 2-3 hours per week.

Homework in Year 6 could be up to but generally not more than 3-4 hours per week.

The suggestions above are a guide in determining the amount of set homework that our students might be expected to undertake. Parents may consult with a student's teacher to request additional materials or practice exercises which they can assist their child with at home.

## **We will consider students' other commitments when setting homework**

In determining homework, we believe it is important to acknowledge that some of our students may be engaging in many different and valuable activities outside of school. These may include a range of physical activities and sports, recreational and cultural pursuits. Some students may have responsibilities as caregivers. We support these students, with parent permission, "opting out" of the set homework.

## **We will use varied and challenging homework appropriate to students' learning needs**

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

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

## **INSTRUMENTAL MUSIC PROGRAM**

Students in Years 4 to 6 may nominate for the instrumental music program offered by visiting specialist teachers. We expect students to make a commitment for a full year.

- Instruction is available in wind, brass and percussion.
- Students may use their own instrument or hire an instrument from the school.
- All instrumental music students must pay an annual non-refundable contribution to cover the costs of sheet music, instrument repair, uniform, district levy etc.

Students will be unable to start tuition until all fees are paid.

## **LOST PROPERTY**

Lost property is collected and every effort is made to return goods to their owners, this process is easier when the items are named. Parents are asked to make regular checks of lost property to see if any items of clothing are their child's. Lost property is located at the school office. Named items are returned to the students through their classrooms.

At the end of each term, unnamed uniform items are laundered and offered for sale. Unnamed non-uniform items are disposed of.

## **MEDICATION ADMINISTRATION AUTHORITY**

Should your child require medication prescribed by a medical practitioner whilst at school, Education Queensland requires you to:

The parent/guardian must provide to the school a ***Request to Administer Medication at School*** form signed by the parent/guardian and medical practitioner.

The parent/guardian provides a written request in the form of a letter for short-term management of any medical condition to the school.

The parent/guardian ensures prescribed medication is provided to the school Administration **in the original container with an attached prescription pharmacy label** which constitutes a medical authority and includes:

- **Doctor's name**
- **student's name**
- **dosage**
- **time medication is to be taken**
- **any other relevant directions for use eg whether medication is to be taken with food.**

Administering of medication will be carried out by an adult staff member designated by the Principal.

**All medication brought to school must be prescribed by a Doctor**



## MOBILE TELEPHONES

Students are **NOT** to have mobile phones in classrooms. **ALL Mobile phones** used by students before and after school, with parent approval, **MUST** be left at administration during the day for safe keeping.

## MOVEMENT BETWEEN HOME & SCHOOL

Your children should be thoroughly familiar with the roads to be used between home and school. They should be made aware of any special road hazards and know road crossings and rules for safety. Children should be warned against loitering on the way home, visiting friends without your approval or talking to strangers.

## NON-PARTICIPATION IN PHYSICAL EDUCATION / SPORT

If a parent makes a written request that their child does not participate in a lesson because of sickness or injury, that request will be granted. A medical certificate may also be required by the Principal.

## PARENT TRANSPORT

At times, parents may be asked to provide transport for students. Any parent providing transport must complete Parent Transport for School Excursion form (available from the school Administration) and present their current driver's licence and registration certificate.

## PARENTS AND CITIZENS' ASSOCIATION (P&C)

One of the main supports of schools is the Parents and Citizens' Association. While the necessities for the school are provided by Education Queensland, it is the fund-raising efforts of our Parents and Citizens' Association which provide many facilities for your children e.g. purchasing and improving sporting equipment and facilities, by improving the grounds and by purchasing teaching aids and materials for the school.

The P&C meetings provide one avenue through which parents and the staff of the school may meet to discuss school policy and general school improvement. All parents and friends are invited to attend these meetings which are held monthly. Meeting dates and times are printed in our fortnightly newsletters.



### A Role for Parents and Citizens' Associations (P&Cs)

It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a concern. While the Parents and Citizens' Queensland (P&Cs QLD) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances. The P&C can in turn seek assistance from P&Cs QLD to provide guidance in resolving the concern. Concerns about services that are run or managed by the P&C at your school, for example, after school care or the canteen, should be directed to the P&C in the first instance.

## RAISING A CONCERN - GETTING THE BEST FOR YOUR CHILD:

### Raising a Concern

During the course of your children's school years, you may have cause to raise a concern about an issue with your child's education.

Education Queensland is committed to ensuring that all concerns are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When raising a concern, it is in the best interest of reaching a resolution to ensure that you:

- provide complete and factual information in a timely manner
- deliver your concern in a non-threatening and non-abusive manner and
- do not raise frivolous or vexatious issues or include deliberately false or misleading information.

You should be aware that if you are raising a concern about a staff member, that in most instances the staff member will be told of the concern and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your concern relates to suspected official misconduct or criminal activity then you should make your concern directly to the Crime and Misconduct Commission ([www.cmc.qld.gov.au/](http://www.cmc.qld.gov.au/)) or the Queensland Police Service ([www.police.qld.gov.au/](http://www.police.qld.gov.au/)).

The following steps may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.

### 1. Discuss your concern with the class teacher

If your concern is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher should then take steps to resolve the problem at this level. The teacher will make a record of the concern and report your meeting and any outcomes to the school Principal.

### 2. Discuss your concern with the Principal or ask the Principal to assist

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the school Principal to discuss the issue further. If your concern is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your concern directly with the Principal or Principal's delegate. The Principal will make a record of your concern and work with you to resolve the issue.

### 3. Contact Regional Office

If you have discussed the issue with the Principal and still feel that your concern has not been addressed, you have the right to contact the Assistant Regional Director who is the supervisor of the Principal. Concerns may be lodged by telephone or in writing. Concerns should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The Regional office will make a record of your concern. Anonymous concerns will only be acted upon if enough information is provided to allow for follow up with the Principal. Addresses and telephone numbers of Regional offices are listed under the heading Education Queensland in the White Pages of your local telephone directory. When you contact the Regional office you will be advised that your name and the nature of your issue will be reported back to the Principal of your school. Staff at the Regional office will assist in seeking resolution to the issue.

## RELIGIOUS INSTRUCTION

Several ministers of religion and other lay church personnel visit the school on Fridays to conduct religious instruction classes. Parents must notify the school of their child/children's religion in the enrolment form to ensure attendance or non-attendance.

## REPORTING

*(Subject to change due to Education Queensland Policy)*

In term 1, around the third week of school, all teachers have an information afternoon for families. This is to inform families about classroom routines, expectations and what will be happening at school throughout the year. It is also an opportunity for families to ask questions.

At the end of terms one and three, teachers offer the opportunity to families to attend a face-to-face meeting about student progress. Information relating to any area of student learning and development will be discussed at a prearranged time between families and teachers.

At the end of semesters two and four, a written report will be sent home which will inform you of the progress your child is making. Report cards are a valuable tool for initiating conversation with class teachers about achievement and progress.

## RESOURCE CENTRE

The school has a modern, well-stocked library. Children are encouraged to use the library as often as possible. We ask for your assistance in ensuring that library books are returned to school on time and in good condition. Parents are welcome to visit the library to help select children's books before and after school. Parent volunteers who would be willing to work in the library from time to time will be most welcome.

## RESPONSIBLE BEHAVIOUR PLAN



Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Be a learner
- Be safe
- Be respectful
- Be resilient

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Our Responsible Student Behaviour Plan allows a teacher to keep a child up to thirty minutes after school or twenty minutes at lunch time if, in his/her opinion, work which has been set has been done unsatisfactorily or if a student's behaviour has been unacceptable. Parents will always be notified if a student is to be detained after school.

School policy currently requires children who receive a Responsible Thinking Room referral to report to the teacher on RTR duty at the beginning of the first play break. Time out of Play allows for the child to reflect on the action they have taken and plan for how they will deal with a situation in the

future. Some children may be referred to Supervised Play. This allows for children to learn how to play with others.

Parents are reminded that the school Responsible Behaviour Plan refers to everyone. The highest standards of behaviour are expected at all times from all members of the school community

## REPEATING STUDENTS

Education Queensland supports age appropriate placement of students. Exceptions are only approved by the Principal in exceptional circumstances, and only after a systematic consideration of a range of factors. All decisions must be passed through the school's Student Support Committee. The Principal makes the final decision based on all the evidence and discussions.

## ROAD SAFETY

When dropping students at school, or collecting them after school, please obey the parking signs.

***Do not double park under any circumstances.*** If your children are crossing the road to meet you after school, make sure they use the supervised pedestrian crossings.

## SCHOOL ASSEMBLY

A whole school assembly which parents are welcome to attend is held at 2.30pm on Mondays in the Community Hall. At school assemblies we celebrate the many successes of our talented students.

## SCHOOL CROSSING SUPERVISORS

Crossing supervisors are on duty in Darra Station Road and Winslow Street.

Morning 8.15 am - 8.45 am

Afternoon 2.45 pm - 3.15 pm

## SCHOOL HOURS

**School hours are 8.55am to 3.00pm for all classes Years Prep to Year 6.**

***Students must not arrive at school before 8.30am***

**Class begins at 8.55am – 11.00am**

**First Play Break is from 11.00am-11.30am**

**First Eating Break is from 11.30am to 11.45am**

**Class begins at 11.45am to 1.15pm**

**Second Play Break is from 1.15pm-1.30pm**

**Second Eating Break is from 1.30pm to 1.45pm**

**Class begins at 1.45pm to 3.00pm**

## SCHOOL SPORTING ACTIVITIES

Sporting activities within the school focus on the development of skills in a variety of activities for all students. In this program, students take part in left- and right-handed skills development and left- and right-foot skills development as well as general fitness activities and also develop skills across a range of sports including soccer, cricket, volleyball, tennis, touch football, handball, basketball, softball and t-ball. Emphasis is placed upon raising the skills of both girls and boys equally. To a lesser extent, the school is involved in competitive sport at an intra-school and inter-school level. All children are members of House Teams.

There are three school House Teams: - **Bradman (green)**, **Fraser (yellow)** and **Freeman (red)**. Inter-house competition includes an athletics carnival and a swimming carnival, inter-school competitions are included in athletics also. All school rules apply to participation. Students with consistent unsafe inappropriate behaviour may be unable to participate in interschool sport.

**Compulsory swimming lessons for Years 1-6 are conducted during the warmer months in terms one and four.**

## TECHNOLOGY

All students have access to the Internet as a research and learning tool through the library, in the computer lab or in their own classroom whilst under staff supervision. All students and their parents must read and sign our Internet Agreement which is located with the student enrolment package. All students are supervised to ensure correct usage of our computers.

As a school we declare that unethical and unacceptable behaviour is just cause for taking disciplinary action, revoking computer / networking privileges, and / or initiating legal action for any activity through which an individual has broken the law. Possible consequences for violations include, but are not limited to:

- Suspension of computer access.
- Revocation of computer access.
- Suspension of Internet access.
- Revocation of Internet access.
- School suspension.
- Legal action and prosecution by the authorities.

## TIMES OF ARRIVAL

Classes begin at 8:55am. Lessons are disrupted if students arrive at school late. Parents can help by ensuring family routines are established and children are at school by first bell time at 8:55am. We encourage parents not to send children to school before 8.30am as the playground is not formally supervised before school. Prep students can be signed in by a responsible adult (18 years or over) at 8:45am and collected at 3:00pm.

## TUCKSHOP AND UNIFORM SHOP

The school tuckshop is open every Friday. This is operated through volunteers, if you are interested in assisting in the Tuckshop, let the school office know. Our P&C manage the operations of the Tuckshop. The Tuckshop menu is on the school website.

The school uniform shop is operated onsite. This is also managed by the P&C and run by volunteers. The uniform shop is opened on Friday from **8:30am to 9:15am and 2:45pm to 3:15pm**. The uniform catalogue is on the school website

## UNIFORMS - PREP TO YEAR 6

The Parent and Citizens Association of Darra State School supports a student dress code policy based on common sense, safety and flexibility. Specifically, it

- a) promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- b) promotes an effective teaching and learning environment by minimising the distraction of competition in dress and fashion at the school;
- c) promotes a supportive environment at the school by fostering a sense of belonging;
- d) fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences; and
- e) ensures compliance with relevant legislation including workplace health and safety and anti-discrimination.



## CLOTHING

The Darra State School uniform consists of the following:

### FOR BOTH GIRLS AND BOYS:

- Sky blue polo shirt (with school logo)
- Short white cotton socks.
- **SUN SAFE** hat in Maroon (Broad Brim or Bucket)
- Shoes – must be closed in
- **SPORTS** - Sport shirts - polo style shirt in house colour (red, green or yellow)



### FOR GIRLS:

- Skorts in Maroon
- Shorts in Maroon
- Stretch Boot Leg Pants in Maroon

### FOR BOYS:

- Shorts in Maroon
- Long Pants in Maroon

### WINTER UNIFORM

- A zip jacket or jumper (with school logo) in Maroon
- Tracksuit pants in Maroon
- Beanie, scarf and gloves in school colours



### JEWELLERY:

A Watch and stud earrings only

### HAIR:

- Long hair must be tied back.
- Style and colour should be reasonable and socially acceptable (e.g.: naturally occurring hair colour).

We ask that children who wear apparel for cultural reasons, the item/s are in school colours.(this includes Sikh or Muslim headwear, long sleeve shirts or long trousers

**Uniform clothing items are available from the Uniform Shop.**

Parents in difficult financial circumstances may approach the Principal for confidential assistance.

## FREE DRESS DAY AS A FUNDRAISER:

The Principal may approve Free Dress Days as a fundraising event from time to time. However there will be **NO**:

- bare midriffs;
- singlets;
- t-shirts with inappropriate messages or images;
- overly loose clothing which falls off the shoulder;
- open shoes;
- thongs