



Prospectus

Our School Vision

TO PROVIDE A SUPPORTIVE LEARNING ENVIRONMENT BUILT
ON POSITIVE RELATIONSHIPS AND HIGH EXPECTATIONS,
WHERE EVERY STUDENT HAS THE OPPORTUNITY TO REACH THEIR
FULL POTENTIAL IN ALL ASPECTS OF THEIR SCHOOLING.

This prospectus includes ...

Parent Information
Responsible Student Behaviour Policy
School Dress Code
Homework Helper
Classroom Parent Helper Program

Contact Information

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2017 School Calendar: A complimentary school calendar is provided with this Prospectus.

Jan 16	School Office re-opens following Summer Vacation
Jan 19 & 20	Staff return following the Summer Vacation
Jan 23	School resumes for the commencement of Term One programs
Mar 31– April 13	Autumn Vacation
Apr 14 – Apr 17	Easter Long Weekend
April 18	School resumes for the commencement of Term Two programs
May 10, 11, 12	National Literacy & Numeracy Testing
June 23 – July 09	Winter Vacation
July 10	School resumes for the commencement of Term Three programs
Sept 15 – Oct 2	Spring Vacation
Oct 3	School resumes for the commencement of Term Four programs
Oct 16	State-wide Pupil Free Day
Dec 07	Annual Awards Ceremony
Dec 08 – Jan 21	Summer Vacation

2017 Public Holidays:

Jan 26	Australia Day
Apr 14 – Apr 17	Easter Long Weekend
April 25	ANZAC Day
May 01	Labour Day
June 22	Mackay Show Holiday
Oct 02	Queen's Birthday

SCHOOL HOURS – BELL TIMES:

8:15am - All students arriving at school before this time are required to sit in the Covered Games Area as there is no formal student supervision before school each day.

8:50am -	Students report to classrooms
9:00am -	Lessons Commence
11:00 -11:40am -	Morning Break
1:15 -1:40pm -	Afternoon Break
3:00pm -	End of the School day



Principal's Welcome ...

Welcome to the Northview State School. We are pleased to have you join us and help in making our great school even better.

Northview School has a proud record of working with parents to meet the educational needs of our students. Achieving good educational outcomes for your children is very dependent on a successful partnership between your home and our school. Your child's progress is heavily influenced by the interest you show in their education, the support you provide and how you choose to participate in school affairs. To this end I encourage you to maintain a regular contact with our teaching staff and to become actively involved in our school activities.

We believe that children come to our school to learn, to be safe and to be happy. All we do aims to satisfy this expectation. Learning is our core business. We aim to assist individual students to continuously develop their knowledge, skills and abilities within a supportive and caring school environment.

Northview State School recognises that everyone within our community has rights and responsibilities. Every individual's actions should ensure that another's rights are acknowledged by their own responsible behaviour. Positive behaviours such as good manners, courtesy and diligence are encouraged and recognised.

This booklet endeavours to bring the school into closer contact with your home by assisting you in becoming familiar with Northview's school organisation and philosophy. Our aim is to provide a school environment that promotes learning through active involvement in a wide range of curriculum activities. The aims shown on the inside cover page reflect our philosophy.

I trust that your association with our school will be a satisfying and rewarding one.

Please keep this booklet as a reference document. Remember Northview's motto, "Growing Together". We welcome you to share in the education of your children.

We look forward to working with you to provide a quality education for your children. Please do not hesitate to contact me if I can be of assistance at any time.

Paul Manttan
Principal



A WELCOME FROM YOUR P & C ASSOCIATION

Welcome everyone to our Northview State School for 2017. We have a strong and active P & C committed to helping the development of the students, teachers and the school in general. We do however rely on the support of all parents to ensure this continues into the future.

P & C meetings are held on the second Monday of each month in the staff room, after Assembly commencing at about 9:15am and everyone is more than welcome to attend. These meetings provide information to parents and act as a forum where you as a parent can hear first-hand the opportunities the school has to offer your children. This is a great way to become involved in your child's education and help support our various activities held throughout the year.

Northview also have a great Tuckshop with a healthy food menu available. We have a Convenor in charge but we always need volunteers to assist in the Tuckshop and we know your child would love to see you there.

We are all very busy these days but your child's education is very important so we would encourage you to accept a role in our P & C Association. Your child will benefit from your interest in their education and our school will benefit from your involvement.

We look forward to meeting you.

Members of the Northview P & C



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Enrolment Details

This school provides primary schooling for students from the Preparatory Year through to Year Six. The minimum age for admission to our school is as follows-

AGE APPROPRIATE CLASS FOR YEAR ...

Born in:	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
2000	7										
2001	6	7									
1 Jan 02 – 30 June 02	5	6	7								
1 July 02 – 30 June 03	4	5	6								
1 July 03 – 30 June 04	3	4	5	6							
1 July 04 – 30 June 05	2	3	4	5	6						
1 July 05 – 30 June 06	1	2	3	4	5	6					
1 July 06 – 30 June 07	Prep	1	2	3	4	5	6				
1 July 07 – 30 June 08		Prep	1	2	3	4	5	6			
1 July 08 – 30 June 09			Prep	1	2	3	4	5	6		
1 July 09 – 30 June 10				Prep	1	2	3	4	5	6	
1 July 10 – 30 June 11					Prep	1	2	3	4	5	6
1 July 11 – 30 June 12						Prep	1	2	3	4	5

- From 2015, Year 7 became part of High School in Queensland

Year level and enrolment details for children transferring from interstate will need to be negotiated.

Education Queensland requires evidence of the date of birth of the child on enrolment for all Prep students and for those where consideration is being given to correct year level placement.

A copy of vaccination records is also requested.

Prior to the child commencing, parents are asked to complete the enrolment form providing full family and student details. This enrolment form includes ...

- Student Agreement for the appropriate use of school email and internet services.
- Permission to participate in a non-denominational Religious Education Program
- A Media Consent Form permitting limited use of your child's name and photograph when engaged in school activities.

All information will remain strictly confidential.

Privacy Statement - Your Rights to Privacy:

What is Education Queensland's role?

The Department of Education, known as Education Queensland, operates the state education system through a network of more than 1300 sites and administers grants and funding on behalf of the Government to the non-state school sector and universities. The department also provides advisory, monitoring and regulatory functions and strategic support to these areas.

Why does your privacy need protecting?

Every day, a vast amount of personal information is given to State Government departments and agencies. The Queensland Government respects your privacy and has established rules to ensure that your personal information is protected.

The Government's privacy policy (Information Standard 42 – *Information Privacy*) stipulates that personal information be collected, stored, used and disclosed under very strict guidelines to prevent it from being misused or passed on without your permission.

Education Queensland is committed to protecting your privacy.

What is personal information?

Personal information is an opinion or information about a person, whether true or false, that identifies or could identify the person. This information may be recorded in a document or form part of a database. Examples of personal information include (but are not limited to) date of birth, race or ethnicity, religion, medical records, financial or criminal record.

Sometimes personal information about a person can reveal their identity even if their name is not mentioned.

How does the privacy policy work?

In all your dealings with Education Queensland, staff will make sure that your privacy is protected. Any personal information collected must be:

- Directly related to, or necessary for a lawful purpose or function of the agency;
- Relevant, up-to-date and complete;
- Collected fairly and lawfully; and
- Stored safely and securely.

Generally, your personal information must be used only for the purpose for which it was collected or a directly related purpose, unless you have otherwise given permission.

Such privacy principles may not apply if disclosure is requested or authorised under existing laws.

Can you have access to personal information held by the Government?

Yes. You can apply under the Right to Information Act 2009 to access, or to correct personal information held by State Government departments and agencies. This can be done by writing to ROI Coordinator, Education Queensland, P.O. Box 33, Brisbane Albert Street, Q 4002 or telephone (07) 3237 0546.

Worried about Privacy?

If you have a question about privacy, confidentiality or access to information, contact Education Queensland's Privacy Contact Officer.

If you believe that Education Queensland has breached your privacy or confidentiality, you can make a complaint to the department's Privacy Contact Officer. Your complaint will be taken seriously and investigated thoroughly.

How do I find out more?

In the first instance you can obtain more information on all DET *Right to Information* intranet sites, including EdInfo: <http://iwww.qed.qld.gov.au/right-to-information/>

You can also visit the new DET *Right to Information* website to see information being proactively released – www.deta.qld.gov.au/right-to-information

The Queensland Government's *Right to Information* website has an overview of the new laws and their background – www.qld.gov.au/right-to-information

For further information contact Education Queensland's Privacy Contact Officer on (07) 3224 4171 or email informationprivacy@qed.qld.gov.au or write to the privacy Contact Officer, Education Queensland, P.O. Box 33, Brisbane Albert Street, Q 4002

A copy of the Queensland Government's privacy policy and principles is available by accessing the Education Queensland website www.education.qld.gov.au/home/privacy.htm

Northview School Profile

Northview State School campus is located in Mackay and primarily services the communities of Mt Pleasant, Northview, North Mackay and Habana. The area consists of established residential and rural communities with new areas of growth.

School Community

Currently some 350 Prep and Primary students are enrolled at the school. The current trend is for enrolments to remain stable or steadily grow with residential subdivisions continuing to be developed in the area. While the demographics of the community are changing, our families are drawn from a range of socio-economic backgrounds, which enriches the diversity of the school.

School Structures

The school offers an inclusive curriculum from Prep to Year Six. The campus concept is well established with a range of program areas closely linked. Class programs cater for a range of class structures which includes single and multi-age year levels.

With the school opening in 1986 as a trial school for structural alternatives, the unique architecture continues to be effectively used as part of the school's predominant philosophy of catering for individuals through use of various approaches to teaching and learning. Most classes are led by a single teacher but various forms of cooperative teaching also exist within the school.

Our Special Education Unit operates as a concept rather than a physical facility, with special needs students being considered regular members of our classes. Dependent upon the student need, an alternative program may be delivered through the Unit. The 'Unit' continues to be a cluster unit for hearing impaired students in the Mackay District. Students with a range of ascertained disabilities attend our school and receive support through the Unit's resources and classroom teachers.

An effective integration program operates between our Prep and primary classes. Prep operates a full day program based on the Early Years Curriculum Guidelines.

School Facilities

The modern buildings are set at ground level making all areas accessible for all students. The other features of the school include:

- a large 6.9 hectare site, suitable for future development.
- four teaching blocks which include air-conditioned double teaching spaces, 'wet' areas, teacher preparation areas and store areas.
- administration, library, tuckshop and amenities blocks.
- computer laboratory located in our Library (thirty computers), with a small bank of computers available in classroom blocks. Laptops, iPads and Interactive Whiteboards are also available for student use.
- two covered play areas and covered links throughout.
- a multi-purpose court and oval areas.
- shaded eating areas for Year 4-7 students.
- adventure playgrounds and attractive well grassed lawns or play areas.
- Multi-purpose hall with stage, lighting and sound equipment.

School Resources

School programs and activities are generally well supported with a wide range of teaching resources at the school. Our staff comprises teachers for the P-6 classrooms and additional staff for our Special Education Unit. Classroom teachers and students are supported by a range of specialist teachers - Music, Health & Physical Education, Resource Centre, Learning Support, Japanese and Instrumental Music. A significant percentage of these teachers are experienced Senior Teachers. Staff leadership and support ensures that many co-curricula activities are offered to our students.

Non-teaching staff members include Teacher-Aides for Prep, Primary, and Special Education, as well as Administration Officer, Janitor/Groundsperson, Cleaners and our Business Services Manager. These people are all experienced staff members who make a significant contribution to school programs and its successful overall operation.

Information & Communication Technology (Computer Assisted Learning):

The school has been progressively cabled as part of developing effective use of technology across the school. Wireless technology ensures all classrooms are part of the school's network and internet bandwidth is now 16 times faster than in 2013. Our resource centre houses a computer laboratory of 30 computers as well as two laptop trolleys which are utilised in classrooms on a daily basis. All classes from Prep to Year 7 access our computer and iPads.

Education Programs

The school offers quality programs in all key learning areas (see below) with a particular emphasis on English and Maths programs.

- English
- Mathematics
- Science
- History
- Geography
- Civics and Citizenship (year 3-6)
- Business and Economic Systems (year 3-6)
- Health & Physical Education
- The Arts (Music, Visual Art, etc)
- LOTE—Japanese (year 5-6)
- Information & Communication Technology (Computers for Learning)



The Northview State School Curriculum Framework is informed by a number of key Education Queensland policies and directives including: Australian Curriculum, Curriculum into the Classroom (C2C) and QCAR Framework.

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural understanding are embedded within all learning experiences. The diagram left illustrates that English, Maths, Science and History are taught separately based on C2C (Curriculum into the Classroom) resources. The remaining KLA's are planned, taught and assessed based on Essential Learnings located in QCAR Framework. At each individual Teacher's discretion, Health, The Arts and Technology may be taught as separate KLA's or as an integrated unit of work. Physical education (sub-strand of HPE), LOTE and Music (sub-strand of Arts) are addressed primarily by specialist teachers.

All programs are part of a continuous improvement cycle that ensures programs remain responsive to student needs and relevant to school and systemic priorities.

Aligned with the provision of these programs is an effective intervention and extended learning program that ensures each student has appropriate classroom program expectations in place. Students with disabilities will often have an Individual Education Plans depending on need, which enable realistic goals to be developed and outcomes achieved.

Further information relating to specific programs

MUSIC: All children participate in music lessons conducted by our music teacher. The children participate in a range of activities that explore singing and playing of musical instruments. Children in Years 4 - 6 learn to play the recorder.

INSTRUMENTAL MUSIC: An Instrumental Music Teacher conducts weekly lessons, teaching woodwind, brass or percussion instruments in a group setting. Children in Years 5 - 6 are eligible to nominate for participation in this program. For further information, please contact either Miss Benson or Ms Kay, our Music Teachers in the first instance.

HEALTH & PHYSICAL EDUCATION: All children are expected to participate in the school's H.P.E. program that promotes participation, skills and positive attitudes towards lifelong health and fitness. The year's program includes games skills, athletics, dance, gymnastics, swimming and health and fitness activities. Only children bringing a note detailing a medical condition or sickness will be exempt from such activities.

JAPANESE - LANGUAGE OTHER THAN ENGLISH: Specialist Teachers will conduct these lessons twice weekly with our Year 5-6 students. The children study both the language and cultural aspects of Japan. Year 6 students may opt out of the language based LOTE and instead participate in a Cultural Studies program.

HUMAN RELATIONSHIP EDUCATION / PASTORAL CARE: These planned program activities are integrated across the range of curricular areas, particularly Health and Physical Education programs. Such tasks help students develop the knowledge, skills and attitudes needed to understand themselves and their relationships with others.

Student Learning Outcomes

We celebrate the many achievements of our school and our students. Students who may be at an educational risk are closely monitored. All teachers develop class profiles so that an effective learning program is offered to all students and extension or intervention plans are enacted as required.

Extra Curricula Activities

Northview School Community encourages children to participate in a range of extra-curricula activities. The school has an instrumental music program for woodwind, brass and percussion for students in Yr 4 to Yr 6. A range of choirs, including signing groups, band or ensembles give community performances throughout the year. Students also have the opportunity to participate in Choral Festivals, Mackay Eisteddfod, Mackay Wakakirri, Music & Drama Festivals, School Musicals or Concerts.

Academically, children are involved with cluster schools' in excellence activities including Opti-Minds, McDonalds Mathematics, Science competitions, Debating and other activities. Intra-school and interschool sports regularly occur with a number of children representing the school in various sports at district or regional level.

Parent Involvement

Northview has a supportive and innovative Parents & Citizens Association that provides valuable assistance with school policy, program priorities and budget activities. Financially, the P&C have contributed to a range of projects across all sectors of our school.

Class, school and co-curricula activities have strong parent support while our Parent Helper Program sees many parents actively involved in children's learning.

Northview is characterised by staff and parents who have high expectations and a commitment to effective teaching and learning.

We welcome you to our school community and trust that your family will enjoy the benefits offered by the Northview State School community.

Special Education Program (Phone 4965 6824)

Our school is proudly an inclusive school with all students, irrespective of disability or vulnerability included in general classrooms. The Special Education Program Staff use a flexible model of operation to support children with special needs. Student disabilities and vulnerabilities relate to hearing, physical, intellectual, ASD or multiple impairments. Depending upon the particular activity, the students will work in the regular classroom with specialised support or possibly participate in alternative programs.

Prep Year

We extend a warm and hearty welcome to you, as parents of our Prep year children. We look forward to sharing many happy times with you as we work together to provide the best possible learning opportunities for your child.

Our Staff: Our Prep teachers will be Mrs Paulette Craig and Mrs Leanne De Campo. Teachers will be supported by teacher aides including Mrs Karen Murray, Mrs Lucinda Lawn and Mrs Kerry Powell.

Operating hours: Prep is compulsory for all Queensland students and as such, students are expected to attend all school days.

Classrooms will be open with teacher supervision from 8:30am; therefore we discourage preps arriving in the morning before 8:30am. School will commence at 9:00am and finishes at 3:00pm. Please be punctual as it is very stressful for young children to feel as though they have been 'left behind' or are late. Please phone us if you are delayed 4965 6888.

All prep children need to be signed in and out upon arrival and departure by a responsible adult. Please let us know if someone different will be picking up your child. (A phone call through the day is fine, and then we can pass the message on so that your child is prepared). This may change throughout the year as the children get older.

Early Years Curriculum: Our Prep year is a new learning environment with exciting things to do, see, touch and experience. Your child will find friends to share with and teachers who respect them as capable and competent learners. Learning involves developing a relationship of trust. We aim to create a relaxed, secure and supportive environment where children are encouraged to investigate and explore to their individual potential.

We utilise the Early Years Curriculum Guidelines that incorporate the following:

- supporting play as a context for learning
- understanding each child as an individual
- developing supportive partnerships
- providing flexible learning environments
- assisting children in exploring the world around them and the ways in which they learn.

We do not provide a formal learning situation but an informal one where the children learn through their inquiry into the materials provided, their play, and their contact with the school staff, parents, other children and community members.

Parents of Prep students should request our Prep Information Booklet for more information relevant to Prep students and their families.

General Information – in brief

- Parents/guardians should ensure that children arrive for each day suitably attired and groomed. Hats and footwear should be worn. This is best achieved by the wearing of the school uniform.
- Personal belongings should be clearly marked with the child's name.
- For reasons of safety jewellery should not be worn. Children with pierced ears should wear sleepers or small studs only.
- Valuable toys, computer games and 'collector' cards pose a security risk at school. Please remember that the school cannot accept responsibility for any losses that may occur and such items are not to be brought to school.
- Parents should ensure that children should be aware of the traffic laws and the dangers of loitering to and from school.
- Children are not to leave the grounds during the day without the written authority of their parent/guardian and the permission of the principal or teacher.
- Bicycles should be wheeled, not ridden, into the school grounds and must be parked in the racks provided. The wearing of a helmet has been enacted in legislation for all cyclists. It is recommended that a suitable locking device be used on the bike.
- Families in financial hardship may receive special consideration from time to time regarding costs. Contact the principal for confidential advice.

Absences

Children must attend every school day. If a child is absent from school at any time we need to be advised by a note or a phone call of the reason. If a child is likely to be away from school (even if only for an hour or so in the morning) please contact our office via 4965688, admin@eq.edu.au or use the QParents mobile app service. (See below for further information on QParents)

Access to Students

Should you require access to your child/ren during school hours, it is policy that all inquiries be made through the school's office staff located in the Administration building. Our sign-in/sign out is all done digitally on computer.

Booklists

Before the end of the year or on enrolment, families will be provided with a booklist that details the requirements for each year level or class. As part of our teaching strategy, text books have been kept to a minimum with the overall booklist also closely considered, with regards relevance to each class program and costs to parents

Bus Travel

Children must behave themselves at all times when travelling on buses on the way to or from school and on school excursions. Please ensure that your children know the importance of such safe behaviour and are aware of the existence of a 'Code of Conduct for School Bus Travel'.

Camp Australia – Outside School Hours Care

Northview hosts an "outside school hours care" OSHC program run by Camp Australia. Outside school hours care is available between 6.30-9.00am in the mornings, and 3pm-6pm in the afternoons. All bookings and enquiries should be directed to Camp Australia www.campaustalia.com.au or 1300 105 343



Complaints

From time to time you may have concerns about your child at school or the operations of the school. These concerns may grow into bigger issues if you don't talk to the school staff about them.

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

Concerns should initially be directed to the teacher involved, the Deputy Principal or discuss directly with the Principal.

If the problem cannot be resolved within the school, you should contact:

Department of Education, Training & Employment
Central Queensland Region
Mackay Office
Level 4 Verde Central Building
44 Nelson Street
PO Box 760
Mackay Qld 4740

Phone 07 4842 8300

All District Offices also provide access to a community participation officer or an officer responsible for parent liaison.

As part of this process, the Executive Director (schools) will be notified and involved if needed. Parents or Caregivers may also wish to contact the Queensland Council of Parents and Citizens' Associations (QCPCA) on 32523900 or visit their website www.qcpca.org.au for help and support.

Education Adjustment Program

Students who have a diagnosed disability have special educational needs that necessitate the collaborative development of an Education Adjustment Plan so that appropriate support is provided to individual students.

Educational Excursions

Children may have the opportunity to participate in educational excursions. Some of these may relate to curriculum studies, cultural or sporting activities. This school closely considers the necessity, relevance, educational value and safety implications regarding each excursion. On all occasions parents are informed beforehand and need to complete the permission form if the child is to participate in the excursion. Obviously our expectations are that children will display exemplary behaviour for the duration of any excursion. Children who have presented continued inappropriate behaviour at school will be ineligible to participate in any excursion. Please note that parents are advised that the Department of Education and Training does not have Personal Accident Insurance cover for students. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

Enrolment Agreement

At enrolment the responsibilities of the students, parents or carers and the school staff about the education of their child at our school is detailed. Following this, parents will be invited to sign the *Enrolment Agreement*.

Evacuation Drills

Each term classes participate in evacuation drills to practise the orderly evacuation from buildings should an emergency arise. All parent helpers should familiarise themselves with our evacuation drill procedures.

Headlice

If you suspect the presence of headlice then please act promptly, treating the child's head with the shampoo recommended by your chemist and the use of a fine tooth comb. Copies of the Queensland Health Fact Sheets with 'Headlice Information' are available at the school office on request.

Homework

Home tasks are set within the capability of the child and the time available to the child. It is considered important that children should acquire at an early age the habit of doing some quiet unsupervised study, to gain some satisfaction from the success as a result of study in his/her own time, and to set a study pattern which will assist him/her in the years of learning ahead. Parents can best help by seeing that the child has the best environment for study and a set time. At the parent/teacher evenings held early in the year class, procedures on homework will be clearly stated. An informative school Homework brochure is available with our enrolment package or materials. (See Homework Helper sheet at back of this booklet)

Illness or Injury

In the event of illness or accident, every effort is made to contact the parent/s of the child. For serious illness or injury, when a parent cannot be contacted, ambulance and/or medical attention will be arranged by the Principal.

From time to time we need you to update our Emergency Information Contacts. Please ensure that you update your emergency contact details (e.g. phone numbers) as they change.

Infectious Diseases

Most children at some time experience one or more infectious illnesses. To clarify the concern with regards attendance at school, the following National Health & Medication Research Council guidelines are included for your information.

CONDITION	TREATMENT / EXCLUSION
Chicken Pox, Shingles	Exclude for at least 5 days AND until all blisters have dried.
Conjunctivitis	Exclude until discharge from eyes has ceased.
German Measles	Exclude until fully recovered or for at least 4 days after the onset of the rash.
Herpes (Cold Sores)	Young child unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions to be covered by dressing where possible.
Impetigo (School Sores)	Exclude until sores have fully healed. (May be allowed to return provided appropriate treatment applied and sores are adequately covered with a watertight dressing).
Measles	Exclude for at least 4 days from the appearance of the rash. Unimmunised contacts should be excluded until 14 days after the appearance of rash.
Mumps	Exclude for at least 9 days or until swelling goes down.
Ringworm, Scabies, Lice	Re-admit 1 day after appropriate treatment has commenced. (Medical certificate may be requested)
Whooping Cough	Exclude the child for five days after starting antibiotic treatment.

Further details regarding other illnesses are available from the school.

Interviews

Parents wishing to have an interview with their child's teacher should make appointments through the office so that an appropriate time is arranged outside of normal lesson time. It is not possible or appropriate to expect teachers to interrupt their teaching for an immediate interview. Parents requesting interviews with the school Principal or Deputy Principal should make an appointment through the office.

Jewellery

The wearing at school of any form of jewellery is not recommended and no responsibility is taken for the safekeeping of any form of jewellery worn by children.

As there is the risk of injuries occurring from the innocent tugging of a necklace, bracelet or earring or by accidental injury caused through scratching by rings worn, particularly during sporting and physical education activities, these forms of jewellery are not permitted at school. A watch, stud or sleeper type earrings and items of religious or medical significance are acceptable with the permission of the Principal.

Leaving school grounds

Students must not leave the school grounds at any time. The Principal and Deputy Principal will consider such requests. No student is permitted to leave the school grounds unless a written request or phone call from parents. This includes those children who travel to and from school by bus.

Lost Property

A problem at any school is the accumulation of lost property. If parents would mark clothing with the child's name or initials, teachers would have a means of identifying lost property. It is surprising to realise that many senior pupils do not recognise their own belongings and trying to find owners for unmarked lost property is both time consuming and usually without positive result. A lost property box is held at the school (located outside the amenities block on the pathway up to the top two learning blocks) and parents are free to look for lost articles when visiting the school. At the end of each term remaining lost property will be donated to a local charitable organisation.

Medication at school:

Education Queensland has laid down strict guidelines that all schools are obliged to follow with regards school personnel and the administration of medication to students. The following are key points which parents should note and follow:

- A parent/legal guardian complete a "Request to Administer Medication" form (see right) detailing the type of medication, dosage, time to be taken etc. This information should reflect the prescription on the bottle. See b) below. This form can also be taken to a medical practitioner to complete rather than prescription from a chemist.
- Medication must be provided in the container that shows clearly the written instructions from the pharmacist at the direction of a medical practitioner. Instructions must indicate specific times at which the medication is to be administered, as well as the quantity of medication to be given. In most cases medication will be stored and administered from the Administration Office. All unused medication will be returned.
- For children with asthma medication the written request is "as above" with additional information necessary indicating the type of asthma aid e.g. puffer, volumatic being used by the child. Generally asthma aids will be retained by the child for their use as needed. School staff need to be informed if a child has asthma or a changing medical condition.
- Medication provided under these conditions must be delivered with instructions to administer.
- Non prescribed oral medication such as analgesics or over the counter medication will not be administered by the school staff.

- f) At no time will medication provided for one child be administered to others, even though they be brothers or sisters of a child for whom the prescription was made.

Newsletters:

The school newsletter, which is emailed home every second Thursday, endeavours to inform parents of forthcoming events, student achievements and community news. From time to time circumstances might necessitate notes being sent home on other days, but whenever possible Thursday is newsletter day.

P&C Association:

The Northview Parents and Citizens Association meets at the school on the 2nd Monday of each month following the school Assembly (approx 9:30am). All parents are urged to attend and be part of the decision making process. The Annual General Meeting is held in March each year. For statutory requirements the P&C Association maintains a register of members that is renewed each year. Such members indicated a genuine interest in promoting and supporting school activities. Applications for membership are accepted at each P&C Meeting.

Parent Contribution Scheme:

To assist with P&C activities, each family is asked to make a voluntary annual contribution to the P&C Association funds. An amount of \$30 has been suggested by the P&C Association, but the amount is, of course, the confidential decision of the donor. The funds received will help the P&C improve facilities at the school.

Parking:

Parking for parents who are picking up or delivering their children is provided at the front of the school in Pioneer St. Parks are reverse angle parking. The turnaround area, near the Administration Block is only for transport deliveries, not for parking by staff or parents. Likewise the car park for the Special Education Unit is only for parents with SEU students with staff parking and authorised taxi transport.

Pick up / Set down area - (STOP! DROP! GO!):

To minimise the danger to children, users of this area are asked to adhere to the following traffic rules:

- Parking is not permitted in this area. This is a 5 min standing zone only.
- Parents should arrive at the stop, drop, go area no earlier than 3.10pm in the afternoon.
- Drivers need to remain in their vehicles, moving forward when able to do so.
- U turns are not permitted when exiting the area, that is, do not do a right turn into Pioneer Street when exiting.
- Parents and children should not cross / walk through this area.
- Please show road courtesy and avoid 'queue jumping'.

The school has a side access gate adjoining Crispin Drive that can be used by parents and students.

QParents Mobile App

The QParents web and mobile application provides a more convenient, easier way for parents and legal guardians of Queensland state school students to interact with their child's school. Parents will have secure, online access to their child's student information, anytime, anywhere, through a smartphone, tablet or computer.

QParents allows parents to connect instantly with their child's school to access and manage their child's student information, including:

- Attendance and absence details, as well as the ability to notify the school of an absence
- Behaviour details
- Academic report cards
- Class timetables
- Viewing unpaid invoice details, payment history, and making payments online

- Viewing and updating personal student details, including medical conditions and address
- Enrolment details

School cash collections:

Throughout the year there are various times and activities (e.g. Arts Council, swimming, bus trips and excursions) that seek parent permission and payment. Payments should be put in a named envelope (child's name and activity) and deposited in the payment collection slot located in the office.

School Levies:

Our school levies parents for our School Resource Scheme and our Classroom Activities Scheme. These levies can be made in two lump sum payments due in March and August each year. A majority of parents prefer to pay the entire levy at the beginning of the school year. The School Resource Scheme is approximately \$60 per annum, and the Classroom Activities Scheme varies between \$100 to \$140 depending on the year level. An invoice and further information is sent home with students at the beginning of each year.

Supervised crossings:

There are two supervised crossings in the vicinity of the school. The Pioneer Street and Tolcher Street crossings are supervised between 7:50-8:50am and 2:50-3:20pm, daily. Motorists, pedestrians and cyclists are required to show care in these areas and must follow the Traffic Crossing Supervisor's direction.

Recess behaviour:

Students must remain seated while eating during recess. When all areas are tidy, the teacher on duty will dismiss children for playtime. Students are restricted to set areas for lunch and play.

Religious Education:

A co-operative non-denominational Religious Education Program exists at school with Ministers of religion and accredited lay teachers visiting the school each week for a 30 minute Religious Education lesson. As part of this program, student workbooks need to be purchased at a minimal cost. Parents may request, in writing, that their children be excused from attendance of these classes.

Reporting:

Parent information sessions are held early in term one, enabling teachers to explain curriculum and teaching practices and give parents and teachers an opportunity to get better acquainted. Once each semester, parents are offered an opportunity to participate in Parent Teacher Interviews. Written report cards are sent home during the last week of each semester. Parents are invited to make a contact with your child's teacher at any time in the school year to discuss the progress of your child/children.

There are many times through the year when informal discussions will take place. If you have any concerns please contact the teacher and arrange a mutually convenient time for an interview.

Resource Centre:

Our Resource Centre (Library) is a central part of the school and accessed weekly by all students from Prep to Year 6. We have a computer lab with 30 computers for students to use during weekly lessons with teachers, or through supervised sessions at lunch breaks or before school when possible.

All students are encouraged to bring a waterproof Library bag to school and to borrow regularly from our collection. The borrowing period is for two weeks, after which we ask that the book be returned or extended. We are very proud of our books and ask that children take good care of resources whilst on loan.

Book Fairs are held twice every year and alternate with Book Club, where parents have the opportunity to purchase books for their children. This would not be possible without the assistance of our valuable parent helpers. Supporting our Book Fairs and Book Club enables us to purchase additional new resources for our school.

The Library is opened before and after school for borrowing and during playtime at both breaks. Parents are most welcome to visit with their children during these times.

Responsible Behaviour Plan:

At Northview State School we are committed to ensuring that students have a right to and receive a quality education. The Responsible Behaviour Plan for Students details our policy for managing behaviour in our school. This plan complies with the Queensland Government's Code of School Behaviour and is the result of a cooperative effort between staff and our parents. A summary version of our plan is distributed to parents each year and will also be available from our school office.

Safety Registers:

During school hours, all visitors, including parents who are at school to collect children need to report to the school office in the first instance. In the interest of safety in the event of emergency evacuation of the premises, Parent Helpers, visitors or trades persons need to complete details on the nature of their business at our school in our 'Sign In/Out Register'. Arrival and departure times need to be included.

School Dental care:

Occasionally a Mobile Dental Unit services the school. This is a free service and the relevant permission forms go home before any dental work occurs.

School Staff:

All staff members based at our school are identified by the wearing of a school badge or corporate uniform. Education Queensland personnel, visitors who meet or work with students or parents will usually be identified in similar ways. Other visitors, Parent Helpers, Practicum Students will wear temporary badges which are available from the office. This is to ensure all staff, visitors at the school are identified and children's safety is maximised.

School Watch Program:

Our school is part of this community based awareness program aimed at safe guarding schools against vandalism, theft and arson. You can assist by reporting any suspicious behaviour or incidents within the school grounds. Contact 131788 (School Watch) or Mackay Police (07) 4968 3444.

Sports Houses:

The children are members of one of three houses:

BANKSIA – Red

BLUE GUM – Blue

WATTLE – Yellow

Where possible children in the same family are put in the one house.



Supervision of children:

1. **Before School:** Limited supervision is provided before school commences. There are usually teachers in attendance at school early each morning, and any teacher who becomes aware of an unsafe or undesirable activity will take steps to ensure that it ceases. No major games or use of sporting equipment occurs during this period. Children should not be allowed to arrive at school before 8:00am. Children who arrive prior to 8:30am need to sit in the covered play area. Parents who are unable to care for their own children until this time are requested to make suitable arrangements with friends or neighbours or Camp Australia (Outside School Hours Care).



2. **Recess Times:** Supervision is provided by members of the staff at all times.
3. **After School:** Children should leave the school promptly upon dismissal, unless participating in school-organised activities. Children catching school buses or waiting near the set down/pick up area are supervised by a staff member each afternoon.

Swimming program:

Lessons usually occur in one term on an annual basis and are organised by the Physical Education Teacher supported by class teachers and conducted by instructors at a professional swimming centre. Subject to written parental permission, all children participate in these lessons. Children need to wear sunsafe shirts while engaged in swimming lessons. With swimming being a life skill and an integral part of our Physical Education Program, parents of children not swimming need to inform the school, in writing, of the medical reasons. The viability of this program is reviewed annually.

Transfers:

Should your child need to transfer from our school, the parent/guardian must notify the school so that arrangements can be made for a transfer onto the next school and relevant reports will be completed.

Tuckshop:

The school tuckshop provides healthy menu lunches and morning teas on Wednesday and Fridays. Tuckshop is ordered online at www.flexischools.com.au. If you are unable to access the internet to order tuckshop, please see our tuckshop convenor for alternative options. Lists of food sold and their prices are available from the tuckshop, our school office and our website. The tuckshop phone number is 49 656 817. The tuckshop is always in need of volunteer helpers. Please support this service to the children when volunteers are called for.

Use of school facilities:

School community members are encouraged to inquire about the use of school facilities when they are not being used for school purposes. Conditions apply for the use of such facilities, and formal application forms can be obtained at the school office. Please contact the principal for further information. Use of roller blades or skateboards within the school grounds is prohibited.

Voluntary Parent Helpers:

In the teaching and training of a young child, it is our school's firm belief that a co-operative teacher/parent relationship is not only desirable but essential. Indeed, because of the predominant influence of the home on the course of a child's development, education must become a three-way communication process, involving teacher, parent, and child.

Interested parents are always welcome to help out at our school. In fact many mothers and fathers enjoy helping as voluntary school aides. These people help teachers with preparation of materials, assisting with small groups of children, and sharing their special skills and abilities. If you feel you would like to assist the school in this way, please contact the principal or your child's teacher.

School Uniform:

All children must wear our school uniform, which is neat, practical and attractive. The school uniform includes a hat and footwear (no thongs). Our school policy states that children, when playing in the sun, must wear a hat, otherwise they are restricted to undercover play areas. The school polo shirt (red & green with named collar) is the official School Representative Shirt i.e. sports, Eisteddfod, band, choir, signing choir, excursions or any representative activity and is worn on a daily basis by the students. Students are also encouraged to wear black shoes/joggers with white socks. Second hand school uniforms are available from the Uniform Shop, located at the Hall, every Monday morning, prior to Parade.

School Uniform Suppliers:

LOWES

Mount Pleasant

MACKAY

Telephone: 4942 0120

Shorts are also available at the following Department Stores:

Big W

Best & Less

Target



SECOND HAND UNIFORMS:

A limited quantity of 'second hand uniforms' are available from our school Uniform Shop located at the Hall. Our Uniform Shop co-ordinator is available to assist parents wishing to make purchases on Monday mornings from 8:30am to 9:00am.

Dress Code Policy

Revised 2013



- **Shirts:** (Unisex) red polo shirt with bottle green side panels. School name is on the collar with the school emblem on the left breast on the shirt.
- **Shorts/Skorts/Skirt** Bottle Green (poly cotton, drill fabric)
- **Hats:** Reversible bottle green/red bucket hat, with Northview SS embroidered on green side.
- **Shoes:** Sports shoes or black shoes, preferably non-marking type.
- **Socks:** Plain white preferred
- **Winter Apparel:** Bottle green pullover (zipped or overstyle)
Synthetic red/green sprayjacket
- **Sports Interhouse:**
 - Blue Gum House**
Blue unisex polo shirt with embroidered school emblem
 - Wattle House**
Yellow unisex polo shirt with embroidered school emblem
 - Banksia House**
Red unisex polo shirt with embroidered school emblem
 - Unisex Red polo with green panels (uniform shirt)
- **Sports Interschool:** Unisex Red polo with green panels (uniform shirt)
- **Cultural (Band):** Long black pants, white shirt
Black shoes and black socks
- **Other:** The only jewellery permitted is a
 - Watch
 - Plain sleepers/stud earrings
 - Medical alert jewellery
 - Signet ring



Please find the follow general information regards to our uniform and the dress code.

NORTHVIEW STATE SCHOOL DRESS CODE

The P & C of the Northview State School resolves that it supports a student dress code policy for Northview State school because it believes that a student dress code policy at Northview State School promotes the objectives of Education (General Provisions) Act 2006, and in particular that it

- (a) Promotes a safe environment for learning by enabling ready identification of students and non-students at the school;
- (b) Promotes an effective teaching and learning environment by eliminating the distraction of completion in dress and fashion at the school;
- (c) Promotes a supportive environment at the school by fostering a sense of belonging; and
- (d) Fosters mutual respect among individuals at the school by minimizing visible evidence of economic, class or social differences.

Resolution passed at Northview state School Parent & Citizen Association meeting on 11/06/13.

Tania Morgan (PRESIDENT)

Paul Manttan (PRINCIPAL)

GENERAL INFORMATION

1. The Northview P&C Association regularly reviews the school uniform, consulting with the school community prior to any changes.
2. The P&C Association believes the dress code should promote the good image of the school within the community and should encourage students to uphold and enhance that image.
3. The P&C Association ensures any review is in accordance with the Department of Education Student Dress Code.
4. The P&C Association operates a small uniform store that provides second hand uniforms at minimal cost.
5. For families who are unable to purchase new uniform apparel due to financial costs are requested to contact the P&C uniform store for uniform purchase.
6. Student have to wear the Northview State School uniform when representing the school, on excursion or attending events during school times or as a school activity. If our uniform or substitute uniform is unavailable from the school uniform store, the student does not attend that activity.
7. The Year 7 students, in their final year at primary school will be able to wear their commemorative shirt which is similar to the existing uniform shirt.
8. To minimize risks student selected or participating in various school sporting teams have to wear the necessary clothing or equipment. For example mouth guards, helmets, boots relevant to the sport.

APPROPRIATE CLOTHING THAT INCLUDES NON-OFFENSIVE MOTIFS ON CLOTHING

Free Dress/Non-Uniform Activities

- Clothing needs to be appropriate for the school environment and participation in school activities. Singlet, short length clothing, offensive or negative motifs or wording should not be worn for school activities.

Others

- Other than deodorant cosmetic products are not to be worn at school

NORTHVIEW STATE SCHOOL

Summary of our schools'

Responsible Behaviour Plan for Students based on The Code of School Behaviour

Our school aims to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. **We accept that a child's background may influence their behaviour and while this may help staff understand a student's behaviour, this will not excuse unacceptable behaviours within our school.**

When applying consequences, both the individual circumstances, actions of the student and the needs & rights of school community members are to be considered at all times.

Our key messages for all students are ...

- Everyone must accept their responsibilities before they exercise their rights.
- Positive behaviours will be acknowledged in a number of ways.
- In a school community, we need more "we" behaviours than "me" behaviours.
- Children only have three choices when something happens that they don't like ...
 1. **Ignore** it as something unimportant and get on with their learning.
 2. Talk with the offender/s and **Warn** them that the problem will be reported if it occurs again.
 3. **Report** the problem to an adult who can help solve the problem.
- **NO PAY BACK.** Fighting, paying back or prolonging an argument only continues and complicates the problem.
- **Bystanders** are expected to take some positive action to assist resolve difficulties.
- **Parents will be informed via Behaviour Cards** if their child engages in positive or unacceptable behaviours. This may result in acknowledgement or the imposition of consequences which may include detention, students not being invited to end of term Rewards Day activities, inter-school sport, excursions, etc.
- **Behaviour Cards of all types should be signed by parents and returned to school** so that staff know parents are aware of the behaviour reported to them.

School Beliefs About Learning:

All staff and students at the Northview State School have the right to work and learn free from disruption, abuse or threat in a safe and supportive environment.

Students are expected to actively promote and model our school's motto ... **Growing Together.**

Our school strives to provide a learning environment where all students have a right to reach their potential, developing a sense of self-worth and self-discipline.

School Beliefs About Behaviour:

It is recognised that all members of our school community must grow to be responsible for and manage their own behaviour. In this way each individual contributes to a **safe, supportive environment** in which good teaching and effective student learning can occur.

All students of Northview must behave acceptably at school as this provides the basic foundation upon which growth in student achievement is based. Ultimately, each individual must be responsible for his/her own actions without 'blaming others' for their unacceptable behaviour. The good citizenship behaviours we foster and promote are fair, non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation.

Rights, Responsibilities & Rules: We share some basic school rules. Children are required to

1. **Learn in a cooperative and productive manner.**
2. **Consider, care for and respect themselves, others and property. This will ensure the safety and good health of themselves and others.**
3. **Display good manners and courtesy at all times.**

Processes For Recognising and Encouraging Positive Behaviour:

Positive social outcomes are achieved for students when families support the school's behaviour management practices. A collaborative home-school relationship provides students with a powerful message about the need for good behaviour within our school.

A central component of Northview State School's whole school approach to positive behaviour support is *a focus on* – Getting Along, Organisation, Confidence and Persistence. These skills aim to assist students develop self-esteem through getting to know and understand themselves and how they can better relate to others.

When and where possible, a range of support techniques are utilised so as to acknowledge positive behaviour. In this way we believe that our school community will encourage & maximize positive behaviour that focuses on learning and achievement.

Positive Behaviours are Recognised and Supported by:

Verbal approval - Private & public recognition.

Parental contact - Parents are notified so that they too can acknowledge their children (e.g. home rewards) and share in our pride when students perform or behave creditably.

Privileges – Students who consistently demonstrate their acceptance of self-discipline and responsibility are extended opportunities to involve themselves in extra curricular (e.g. school sporting teams), co-curricular (e.g. excursions, school camps) and/or recreational (e.g. school discos, dances etc.) activities.

Awards – Individuals are accorded special recognition via the presentation of classroom or school awards (e.g. Student of the Week). Various communication channels publicly recognise positive student contributions to our school community.

Behaviour Cards- Students may be issued with Green or Blue Cards in recognition of their positive behaviour. Cards are signed by parents, returned to school & then returned to the student.

Rewards Day – At the end of each term, all students who were not issued Blue, Orange or Red Behaviour Cards, are entered into an end of term draw for a small prize (one for each year level). Students who have avoided any Orange or Red Consequence cards are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.

Processes For Responding To Unacceptable Behaviour:

Our whole school behaviour management processes include a focus on each student becoming aware of the need to be responsible for their own behaviour. If necessary, students are assisted to identify the skills of self-management and constantly use self-evaluation to develop self-improvement and self-discipline.

Staff implement planned and incidental strategies in the classroom or playground to teach effective work habits, to develop social skills and to build a good rapport with students.

Strategies used will be preventative, supportive and/or corrective.

Preventative – action taken to prevent or minimise unnecessary disruption.

Supportive – action taken to employ support for the student and teacher.

Corrective – actions teachers take when disruptive behaviour occurs.

Unacceptable Behaviours:

The following behaviours are regarded as unacceptable at Northview State School:

- Not attempting or not completing set learning tasks and/or homework.
- Wilful and/or persistent disobedience.
- Disruption of classes.
- Leaving classroom, learning activities or school without permission.
- Insolence to staff and other adults.
- Physical violence/aggression (e.g. fighting).
- Inappropriate language (e.g. swearing, name calling, racial comments).
- Sexual harassment, verbal harassment, bullying, 'put downs'.
- Wilful damage to school property and/or damage to others property.
- Theft and/or dishonesty (stealing, telling lies).
- Truancy and/or deliberately late to class.
- Wilfully engaging in unsafe practices.
- Wilful failure to comply with the school's agreed dress code.
- Substance abuse (e.g. smoking).

Consequences for Unacceptable Behaviour:

Effectively managing student behaviour requires a range of provisions that include fair and just practices as consequences for breaches of this code of conduct. Parents will be informed of the circumstances and consequences for their child, but must understand that privacy legislation restricts staff in what information they can share about other students.

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally the school Administration Team and/or the Special Needs Committee will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

When applying consequences, we aim to be ...

- **Supportive:** Consequences are applied within the context of a proactive support system that focuses on prevention & instruction.
- **Fair:** When determining consequences for serious misbehaviour which may lead to an imposition of consequences, it is important that the principles of natural justice are followed. This means ... ensuring that the student is fully aware of the alleged behaviour; that the student is given an opportunity to give their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student.
- **Logical:** For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence.
- **Consistent:** A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they ... provide the opportunity for all students to learn, ensure the safety of all staff and students & assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Range of Consequences for Unacceptable Behaviour:

The following range of consequences is designed to protect rights of students, teachers and parents. Early contact with parents is essential in a supportive school environment when unacceptable behaviour occurs. Strategies to implement supportive, fair, logical and consistent consequences include:

Staff Management: The teacher responds to low level misbehaviour and classroom disturbance by tactically ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

Restatement, Rule Reminders: Staff may use a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice (e.g. to work/play appropriately or move to a different area/activity)

Teacher/Student Consultation: A discussion designed to focus the student's attention on their rights, responsibilities and understanding of this Responsible Behaviour Plan. An agreed plan to improve the student's behaviour is the final outcome.

Behaviour Cards:

Should a student's behaviour be unacceptable according to this agreed code, a Blue Warning Card, Orange or Red Consequence Card may be issued so that parents are aware of incidents that occur at school. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident.

Rarely does a consequence result from the issuing of a **Yellow Warning Card**. A series of Yellow Warning cards indicates a possible pattern of less serious but never the less unacceptable behaviour. In such cases it is likely that any future behaviour cards issued that term would be upgraded to a Consequence Card.

Orange Consequence cards usually indicate a 'lunch time' detention, while **Red Consequence cards** usually results in an 'after school' detention. Other consequences may be imposed depending on the severity of the student's transgression (e.g. withdrawal from co-curricular, extra-curricular or recreational activities, suspension).

Students may be issued a **Blue "Improvement Card"** when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner.

Students who receive more than one Orange or a Red Consequence Card are not entitled to participate in end of term Rewards Day Activities. Behaviour Management Meetings (Admin and Class teachers) will determine Rewards Day participation for students who have been issued a single Orange Consequence card ... the student's overall behaviour for the term will be considered in making this decision. (see also Withdrawal of Privilege below)

Student Detention: The Queensland Education Act states that a student at a State School may be detained for a period of 20 minutes during the lunch recess or one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. (See "Unacceptable Behaviours") Every effort will be made to notify parents of an impending after school student detention.

Teacher & Student "Plan of Action": If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school's Social Justice Committee.

Parent/Teacher Conference: When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process.

Behaviour Contracts: As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.

Withdrawal of Privilege: Students who demonstrate irresponsible or unacceptable behaviour will be withdrawn from extra curricular (e.g. Choirs, dance groups, chess club, pottery club), co-curricular (e.g. Interschool sports teams, excursions, extension activities) and/or recreational activities (e.g. P&C Discos).

Withdrawal of Privilege includes the possibility of students not being invited to End of Term Rewards Day activities.

Children are invited to Rewards Day Activities as an acknowledgement of their consistent good behaviour if they have not been issued any red Consequence Cards or more than one Orange Consequence Card during the term.

Children who have been issued only one orange card may be invited to attend depending on the reason for the Consequence Card (e.g. children who got cards for physical aggression, blatant dishonesty, theft, etc exclude themselves from rewards activities). There must also have been an improvement in their attitude or behaviour after the issuing of the orange card for a student to be invited to an end of term Rewards Day.

Missing out on Rewards Day is not considered an additional punishment for those who have excluded themselves due to past behaviour.

For these children Rewards Day is just another school day where they participate in learning programs planned by their teachers. (i.e. there is no additional consequence or punishment for these children on that day)

Compensation: Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.

Suspension Procedures: Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (e.g. refuses to attend detention) may be suspended. . Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland policy: SM-16 Student Disciplinary Absences.

Recommendation for Exclusion: In exceptional circumstances of serious misbehaviour (e.g. violence, drug abuse, etc) and/or repeated unacceptable or dangerous behaviour, students will be recommended for exclusion. This is implemented in line with the Education Queensland policy.

Intensive and Extended Behaviour Support:

Students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a co-ordinated problem solving approach. It is essential that parents are involved in this process if positive outcomes are likely to result.

When a student’s inappropriate behaviours continue despite school interventions, or when infringements move to more serious breaches of the school’s behaviour expectations, more extensive targeted support is put into place. This may include support from the Mackay Positive Learning Centre and/or other government agencies.

Cyber bullying

Parents are increasingly concerned about the effects of cyber bullying on children. Cyber bullying can occur through emails, internet chat rooms, via instant message or mobile phone text messages. It is important that parents talk to their children about the dangers of cyber bullying, however it is difficult to know where to start.

A new campaign, Cyber Bullying Affects Real Lives, aims to educate young internet users about the impact of cyber bullying and ways to prevent it happening to them and their friends. The campaign is part of the Smart Online Safe Online (SOSO) initiative, an interactive and engaging website which encourages children to be smart and safe online.

There are many resources available on the SOSO website to raise awareness of cyber bullying and allow any cyber bullying to be reported. The website includes a short YouTube video and a cyber bullying checklist. There is also an interactive online game called Web Warriors where children from across the country take a stand against cyber bullying. For more information visit the website www.soso.org.au

SAFETY ON THE WAY TO OR FROM SCHOOL:

Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school.

BEFORE & AFTER SCHOOL:

There is no formal playground supervision before or after school hours. Therefore parents are advised that no children (including children under school age) are allowed to play in school grounds or on school play equipment before or after school.

Unless engaged in a staff supervised activity (e.g. Instrumental music lesson), there is no need for students to arrive before 8:30am in preparation for our 8:50am bell. When students arrive at school, they should use any time available to prepare for the day’s lessons and activities. This time should not be regarded as a “play” period.

HOMEWORK HELPER

We believe that homework is a partnership between school and home. Teacher, parent and child each have responsibilities. It should provide a positive time between parents and children to discuss and discover the path of student learning in our school.

Belief Statements about Homework

Homework at Northview State Primary School may be set on a daily basis or as a contract (usually weekly), to allow for more flexibility for the student and family.

We believe that homework should reinforce learning in the classroom. It is important that homework should:

- Give parents an opportunity to see what children are studying in the classroom and how their children are progressing;
- Be challenging and stimulating on an individual level;
- Encourage the development of individual study habits;
- Refine research skills;
- Drill for a purpose (e.g. tables and spelling);
- Develop independent study skills, resource management and self-discipline in our children; and
- Reinforce content and skills taught in class.

The following are to be used as a guide only:

Year 1 - 10-15 minutes per night, Years 2-3 - 15-20 minutes per night, Years 4-7 - No more than 30 minutes per night, unless doing a special project. Homework should not become a prolonged, negative, daily experience between family members. If it is, please contact your child's teacher as soon as possible.

The teacher's role is to:

- Provide interesting and challenging homework appropriate for the varying abilities in the class;
- Give clear, explicit instructions and feedback;
- Be consistent in his/ her approach to homework; and
- Teach necessary research and other skills to enable students to complete homework tasks.

The parent's role is to:

- Provide an environment for the child where supervision, encouragement and help are available;
- Respect the child's knowledge and skills; and
- Communicate with the teacher and sign the homework.

The student's role is to:

- Accept responsibility for the completion of the homework, and complete tasks to the best of their ability;
- Ask for help from teacher and family; and
- Ensure the work is handed in as required.

How can parents help?

- Have a regular daily time for homework. Decide upon a time that's not too late, but fits in with family commitments.
- Allow for an after-school break and snack before beginning homework.
- Cut down on distractions. Try to avoid household television viewing in homework time.
- If a child becomes distracted by wanting to talk with family members, try to postpone those conversations to a better time to stop homework from dragging on.
- Use a place that is well-lit with a comfortable, straight-backed chair. Make sure it is close enough to where you will be to allow for your assistance, should it be required.
- Negotiate with your child, to decide on the order homework will be completed in.
- Keep a homework materials box or can with such things as a pencil, ruler, rubber, sharpener and other things your child regularly uses for homework. In homes with more than one school-age child, try to have a personal box for each child (shoe-boxes work well).
- Provide praise for your child's efforts. If something is too tricky, leave it and write a note for the teacher. Send it back to a school the next day.

Homework Hazard Helper

Try some of these, if homework is causing difficulties:

- **Show a time on the clock for a given number of tasks to be completed. Offer a reward (e.g. star, tick or lolly, game time). Children could save points for a larger treat;**
- **Put a reward chart nearby and collect stickers, ticks or whatever mark suits yourself and your child;**
- **Give positive feedback for effort (not always focused on product);**
- **Leave work not completed after a set time, with a note for the teacher;**
- **Allow for time for a favourite activity at the end of homework (e.g. a popular television show or game);**
- **Leave easiest activities until last;**
- **Ask for a week or two of easier, positive homework (to build up confidence);**
- **Negotiate the work load - e.g. “If you read 1 page, I’ll read 1 page” OR “If you write 1 sentence, I’ll write what you tell me for the next one” (let the teacher know if you are doing this);**
- **Try changing the time and location for homework. Trial venues and locations with your child - experiment together. Aim to choose a time when neither of you are busy or tired.**
- **Try completing homework on the computer, instead of writing it. See if it is possible to e-mail it to the teacher.**
- **Most importantly - talk to your child’s teacher. Let him or her know that homework is a burden and plan a solution for it TOGETHER.**

Northview State School

Classroom Parent Helper program

To provide a supportive learning environment built on positive relationships and high expectations, where every student has the opportunity to reach their full potential in all aspects of their schooling.

WHY CLASSROOM VOLUNTEERS?

An effective Parent Helper Program contributes significantly to achieving this goal for each child at our school.
"Children, Teachers and Volunteers all benefit from a successful Volunteer Program".

REASONS WHY PEOPLE VOLUNTEER

They enjoy working with children
To find out information about what their child is doing at school
To develop a good relationship with the teacher
To let their child know that school is important
To feel they are doing something worthwhile using their expertise
To help children with their learning
To see their child in the school environment
To make new friends
"My child enjoys me being there"

REASONS WHY TEACHERS WELCOME VOLUNTEERS

To assist with teaching and learning in the classroom
To keep children "on task" and provide direction
To guide and assist children providing support as required
To give the teacher a chance to work with smaller groups and individual children
To utilise their special talents (e.g. Art, Music, Sport, Drama etc)
To provide parents with opportunities for them to become involved with their child's schooling
To obtain input from volunteers about community needs, desires and concerns
To provide parents and other adults with accurate information about the school and class programs
To supervise groups
To relieve the teacher of time consuming tasks

WHAT CAN YOU EXPECT?

Support from the Principal, the Teacher/s and other volunteers
Enjoyment and satisfaction from working with children and the activity you are supervising
Time to browse through the activity you are to supervise and the area you are to work in. (Be sure to be punctual)
Respect from class and group members toward you and each other
The opportunity to work with your own child as well as other children
Co-operation and encouragement
Opportunities to report back after the session and to discuss the activity with the teacher
Opportunities to visit the classroom as an observer
Appreciation of your help and support

WHAT CAN THE CHILDREN EXPECT?

A caring person who will
Talk with them
Encourage and praise
Respect them as individuals
Listen to their thoughts and ideas
Be positive
Help with understanding the task or activity
Acknowledge their effort/s

WHAT WILL TEACHERS EXPECT?

Early notification if unable to attend
Punctuality to ensure that organised activities can proceed as planned
Time to explain the task to be undertaken
Respect for their teaching ability and knowledge of children in their class
Support in developing good classroom habits and routines
Opportunity to discuss/read about your session
Any toddlers to be supervised by the parent in the classroom
Confidentiality regarding children's individual abilities and behaviour, classroom organisation and teachers

BEFORE YOU START — SOME SUGGESTIONS

Arrive early and sign the School Attendance Register (Office)
Collect a Parent Helper Badge to wear (top drawer)
Ensure you know and understand the task you are to supervise. (Ask the teacher if you are unsure about what is expected of the children or you)
Check to see you have the materials or equipment needed for the activity/ies
Let the children know what you expect of them
Define the working area to the children in your group
Check you know the names of the children in your group
Be sure to introduce yourself
Let the children know the task/s they will cover in the session
Be aware of the class rules, expectations

MORE HELPFUL SUGGESTIONS

Always call a child by his/her first name
Praise each child for their efforts and encourage others to participate
Be positive, friendly and supportive
Recognise answers/suggestions and then develop it
E.g.: Thank you Mark. Your answer is a good one. Would anyone like to add to it? OR Do we all agree with Mark's answer. Why?
Try to involve each child in the activity
Help children to learn to work with others in a group by sharing, co-operating, listening, taking turns and speaking quietly
Use a positive approach, even to unacceptable behaviour and then involve the other child/ren
When the noise level in a group or individual situation is too high, stop the activity and refocus on the task using a quiet voice yourself
Encourage children to "have a go", or "to take a risk"
If a child is disruptive and does not respond to your efforts, in a calm voice ask him/her to leave the groups and return to the teacher
Remember to SMILE and stay positive.

SOME WAYS PARENTS CAN HELP

Work with the children in the classroom	Make games and materials at school or home
Assist in the School Resource Centre (Library)	Accompany students on excursions
Assist in the tuckshop	Help coach, train or transport school groups
Collect reusable materials and bring to school	Support P & C activities and events
Volunteer on the register for particular activities	

WORKING WITH STUDENTS

As part of providing a supportive classroom environment, each class has various routines, rules and expectations providing direction and guidance for the students. Please ensure that you positively reinforce these.

A Student Protection Policy exists in all state schools. All students have the right to protection from harm. Volunteers **must**: Not cause harm to students. Actively seek to prevent harm to any students. Report suspected student harm.

As a volunteer at our school parents are reminded of the 'Application for Membership' form that needs to be completed before assisting with their child's class, tuckshop or any other volunteer work within school.

Parent volunteers assisting in our classrooms are required to sign in and out of the school on each visit. This can be done at the school office in the appropriate folder. Please also be aware of our fire evacuation procedures and plans that are displayed in our classrooms and around the school.

MULTI-AGE GROUPING

Occasionally students may be placed in a multi-age class. This is not an uncommon occurrence at our school and staff are prepared and experienced in the operation of such classes. Multi-age grouping is an organisational strategy that involves grouping children together over a span of age or year levels. By grouping children in this way it makes possible a range of strategies which will assist schools to be more responsive to the individual needs of children.

The acceptance of these individual differences is essential if every child is to be taught effectively. Therefore every class should have mixed ability grouping.

Specifically Multi-Age Grouping Allows:

- flexibility in the grouping of children according to need, ability or interest, not just age or grade.
- flexible progression through their years of schooling recognising that children will learn at different rates.
- improved continuity of programs and curriculum because the problems associated with yearly transition from one grade to another can be overcome.
- role modelling for children, accepting that young children can learn from other children around them.
- the interactive flow of children between preschool and junior school provides a comforting link for when the young child starts formal learning.

WHY MULTI-AGE GROUPING?

- It increases opportunities for co-operation, particularly with older pupils helping younger ones and giving them some of the extra attention and practical assistance they need.
- A more natural learning situation is established. Children work at their own maximum pace, helping each other by intention or invitation. Their program is not geared to the work of a single year, but can be adjusted over a two or three year period.
- The problem of trying to cope with a class of children, all roughly at the same stage and making the same demands on the teacher is avoided.
- The structure of the class is stable, with the top level children, moving out at the end of any year and the others remaining.
- The teacher always has a nucleus of children, trained in the details of her class organisation, who keep it going while newcomers absorb it.
- Most children will have two to three years with one teacher who has the opportunity to know them, and their parents, very well.
- School/home co-operation is strengthened when teacher and parents know one another.
- Older children gain reinforcement for their learning by their occasional function as teachers. We tend to underestimate the effectiveness of the help that children, consciously or unconsciously, give one another. e.g. An older child strengthens a half-established concept by helping a younger child; a slow learner has opportunities for reinforcement by joining a younger group at an earlier stage activity, without a sense of failure.
- Benefits come to the older children from quality of leadership and responsibility they must develop in acting on behalf of the teacher and in showing consideration to those who are less mature and less skilful than themselves.
- Young children are stimulated intellectually by older children.
- Vertical grouping provides each class with pupils who set an example that increases the social maturity of the younger ones.
- A child of low scholastic ability might take longer than normal to progress through the lower school without repetition of the year's work.
- Itinerant children fit more readily into this grouping.
- Because of the help children give each other and because the groups of varying age/stage are not too large, pressure on the class teachers is proportionately eased.

2017 school calendar Queensland state schools

DECEMBER 2016	JANUARY 2017	FEBRUARY	MARCH
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28	26 27 28 29 30 31
APRIL	MAY	JUNE	JULY
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
30 1	1 2 3 4 5 6	1 2 3	30 31 1
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6 7	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31	26 27 28 29 30
DECEMBER	JANUARY 2018		
S M T W T F S	S M T W T F S		
31 1 2	1 2 3 4 5 6		
3 4 5 6 7 8 9	7 8 9 10 11 12 13		
10 11 12 13 14 15 16	14 15 16 17 18 19 20		
17 18 19 20 21 22 23	21 22 23 24 25 26 27		
24 25 26 27 28 29 30	28 29 30 31		

School terms

State school holidays

Public holidays

Staff professional development/Student free day

There are 194 school days in 2017.
Semester 1 2018 commences for teachers on January 18
and for students on January 22.

STAFF PROFESSIONAL DEVELOPMENT DAYS

Staff professional development days for teachers are January 19, 20, April 3, 4, 5, and October 16. Schools are able to decide when their flexible days will be held, as long as they are in the school holidays or out-of-school hours.

PUBLIC HOLIDAYS

Public holidays are set by the Industrial Relations Minister.
Public holidays for a local show are not shown due to diversity of dates across the state.

FINAL DATES FOR STUDENT ATTENDANCE

November 17 is the final date for Year 12 attendance for receipt of a Senior Statement. November 24 is the final date for student attendance in years 10 and 11.

Some schools in regional, rural and remote areas will close for the Summer holidays on December 1.

The information in this calendar was correct at the time of publication (September 2016) but may be subject to change.

For more information and the latest version of this calendar, visit

www.education.qld.gov.au

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