Palmwoods State School

Enrolment Guide

&

Parent Handbook
**PALMWOODS STATE SCHOOL**

**SCHOOL INFORMATION**

**PHONE NUMBERS**
- **SCHOOL:** 5453 2444
- **FAX:** 5453 2400
- **ABSENTEE LINE** 5453 2460
- **KIDS CLUB:** 5478 9499
- **TUCKSHOP:** 5453 2408
- **DENTAL CLINIC** 5441 2763

**EMAIL:** admin@palmwoodss.eq.edu.au

**WEBSITE:** www.palmwoodss.eq.edu.au

**ADDRESS:** 111 Palmwoods-Montville Road
PALMWOODS 4555

**OFFICE HOURS:** 8.00am to 3.30pm Monday to Friday

**SCHOOL HOURS:** 8.30am to 2.50pm

**NOTE:** the first bell to indicate that students should prepare for class rings at 8.40am. Students should be at school in time for this bell.

**BREAKS:**
- First Break: 10.50 – 11.30am
- Second Break: 1.00 – 1.40pm

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FOREWORD

The purpose of this booklet is to acquaint parents with the many
facilities, administrative procedures, organisation and activities
relating to the school.

It is intended to be of particular assistance to parents who are new to
the school, however parents already familiar with the school will also
benefit from a perusal of its contents.

It is suggested that this booklet be retained for future reference.

PRINCIPAL’S WELCOME

On behalf of all staff members, I welcome you to Palmwoods State School.
I invite you to participate in the school life of your child to the extent that
your busy life permits. Parents and caregivers are valued as an integral
component of the school’s activities and as positive contributors to the
success of your child’s school life. You can be involved by:-

* Visiting the school frequently to join your child in class and to discuss
  your child’s progress with the Teacher.
* Emphasising constantly the importance of courteous, considerate
  behaviour.
* Becoming one of our Parent Volunteers.
* Attending the P&C Meetings and/or Parent Support Groups,
  Information Sessions.
* Attending excursions and special events at the school.
* Maintaining an open line of communication between home and school.
* Reinforcing and encouraging the qualities of Persistence, Resilience,
  Co-operation, Confidence and Organisation in your children.

Finally, we welcome you as partners in the education of your child and we
look forward to a happy, mutually rewarding and fruitful year.

Yours sincerely,

Peter Wilson
(Principal)

HISTORY OF THE SCHOOL

* Prior to 1889: Parents provided children with their education

1889 Palmwoods Provisional School opened on 21 October, with an
  enrolment of 15 students. Mr Williams was the first teacher.
  The school was made of local timber and had a shingle roof.

1909 Provisional School was demolished, rebuilt and relocated as a
  home on an adjoining property. The present school, consisting
  of the office area and room 3 adjacent to the office, was built.

1942 The school was closed from 27 January to 20 February
  because of “War Precautions.”

1985 The preschool was officially opened with an enrolment of 15
  students on 30 October.

1989 Palmwoods State School officially celebrated its Centenary.

2007 Prep Year started. The school has approximately 500 students
  from Prep to Year 6.

2010 Major building work undertaken: New Administration building,
  hall, library and multi purpose court.

2012 Additional Prep Building.
SCHOOL PROFILE

PALMWOODS STATE SCHOOL CAMPUS:

Palmwoods State School Campus is located in the North Coast Region and services the community of Palmwoods. Our School is a Band 8 School. The school campus has an approximate enrolment of 500 students from Prep to Year 6.

The school staff consists of a Principal, a Deputy Principal, Classroom Teachers, Teacher Librarian, Head of Curriculum, Master Teacher, Pedagogy Coach, Support Teacher (Literacy & Numeracy), Inclusion Teacher, Music, LOTE, Physical Education and visiting Instrumental Music, Religious Instruction Teachers, Guidance Officer and School Chaplain. Specialist teachers can be accessed through classroom teachers, the Deputy Principal or Principal. The school employs a Business Services Manager, a full time and a part-time Administration Officer, 9 Teacher Aides, a Community Liaison Officer, a full time Janitor-groundsman and 5 permanent Cleaners.

The school population continues to grow. The community that Palmwoods State School services is rapidly changing. The old picture of Palmwoods as a farming district is gone. Today there is an enormous increase in alternate varieties of fruit production – avocados, pawpaws, bananas, custard apples, lychees, strawberries and small hobby farms. However, more and more farming area is being gazetted for residential living. People want to live in Palmwoods and on their acreage blocks for open-space living and the easy lifestyles that the district offers. The farms, the houses, small acreage and hobby farms will always be interspersed with valleys of natural timbers still sheltering remnants of early piccabeen palms, after which the town was named.

The school buildings are attractively set in spacious grounds which house many gardens and some very fine specimens of trees, a permaculture garden, copious facilities including three playing fields, two adventure playgrounds, multipurpose court, basketball/netball court, cricket pitch and AFL posts which have been provided for the pupils. The school has developed beautiful areas of rainforest with walking tracks through them.

The school buildings provide for classrooms, a school Library, Performing Arts room, outdoor learning centre, hall and Administration Block. Although original classrooms are constructed along very traditional lines, every endeavour is made to make the classrooms into functional, creative and attractive learning environments. The school also has an Outside School Hours Care building.

The students enrolled at Palmwoods State School are very friendly, courteous, co-operative children. Whilst the environment of Palmwoods is changing towards a semi urban model, the children coming to school often display attributes associated with country children. An excellent school tone prevails through the school and community because of the positive attitude of participants.

THE PALMWOODS CODE OF CONDUCT

At Palmwoods State School, we believe that everyone has the right to:
1) Be respected and treated with courtesy
2) Learn in a co-operative environment, free from disruption
3) Feel safe emotionally and physically.
4) Everyone has the responsibility for acting in a safe and courteous manner.

PALMWOODS SCHOOL COUNCIL

Palmwoods State School is an Independent Public School, as part of our commitment to local decision making we have a School Council. There are three elected parent representatives and three elected staff representatives, the P&C President and Principal are ex-office members and we have one invited community representative.

The role of our School Council is to:
- monitor the school’s strategic direction
- approve:
  - plans and policies of the school of a strategic nature
  - other documents affecting strategic matters, including the annual estimate of revenue and expenditure for the school.
- Monitor the implementation of the plans, policies and other documents mentioned above
- Advise the school principal about strategic matters.

The council must perform its functions in a way that achieves the best learning outcomes for the school’s student

REPRESENTATIVES:
CHAIR - Kellie Martin
SECRETARY - Karen Morwood
MEMBERS - Peter Wilson, Alison Donaldson, Wayne Moore, Kay Taylor, David Notley, Mark McInnes, Craig Agnew
OUR SHARED VISION

Our school Motto and Statement of Purpose are central to our culture and enacted through and between our students, staff and community. We are committed to our Core Values and promote them in all school activities.

SCHOOL MOTTO:
Learning and Growing Together

STATEMENT OF PURPOSE:
Harness the Collective Capacity of our School Community to ignite the potential of every student.

CORE VALUES
(School Matrix)
Learning
Safety
Respect

(Program Achieve)
Confidence
Persistence
Resilience
Getting Along
Organisation

CURRICULUM FOCUS
At Palmwoods State School we are implementing the National Curriculum in English, Maths, History, Geography and Science. The way we teach this curriculum is underpinned by using the Art and Science of Teaching to inform our teaching strategies. This framework is based on extensive research and has been the focus of teacher professional development since 2012, and will continue for the next few years.

Complementing this has been the implementation of Cooperative Learning utilising the Kagan Structures. All classrooms and school based professional development incorporates these cooperative learning strategies to maximise the effectiveness of our learning.

You will notice as you walk through our schools that all classrooms have the students sitting in groups, this helps us to use these structure to enhance children's social, emotional and academic development.

SCHOOL CALENDAR - 2017

School resumes for 2017 on Monday 23 January

TERM 1
Monday 23 January to Friday 31 March
TERM 2
Tuesday 18 April to Friday 23 June
TERM 3
Monday 10 July to Friday 15 September
TERM 4
Tuesday 3 October to Friday 8 December

AUTUMN VACATION:
Monday 3 April to Monday 17 April

WINTER VACATION:
Monday 26 June to Friday 7 July

SPRING VACATION:
Monday 18 September to Monday 2 October

SUMMER VACATION:
Monday 11 December to Friday 19 January 2018
(School resumes on Monday 22 January 2018)

PUPIL FREE DAY -
only staff attend on this day
Monday 16 October (Term 4 Week 3)

PUBLIC HOLIDAYS 2017
Australia Day Thursday 26 January
Good Friday Friday 14 April
Easter Monday Monday 17 April
Anzac Day Tuesday 25 April
Labour Day (QLD) Monday 1 May
Sunshine Coast Show Holiday Friday 9 June
Queen’s Birthday Monday 2 October
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<td>Mr Allan Petts</td>
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<td>Class Teachers</td>
<td>Mr David Notley</td>
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<td>Mrs Amanda Regazzoli</td>
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<td>Ms Fiona Gallina</td>
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<td>Ms Sarah Mason</td>
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<td>Mr Chris Poingdestre</td>
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<td>Mr Gavin Ireland</td>
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<td>Miss Kelly Blood</td>
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<td>Ms Kirsty Griffiths</td>
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<td>Mrs Catherine Barrett</td>
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<td>Mrs Rebekah Brown</td>
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<td>Ms Tesse Morley</td>
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<td>Miss Erin Hubbard</td>
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<td>Ms Wendi Beutel</td>
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<td>Ms Lisa Rheinberger</td>
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<td>Mrs Geanell Elliott</td>
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<td>Mrs Clair Naismith</td>
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<td>Miss Ellen Baker</td>
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<td>Ms Cassie Bray</td>
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<td>Mrs Chris Barton</td>
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<td>Ms Megan Guymer</td>
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<td>Mrs Victoria Nash</td>
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<td>Mrs Vikki Saxvik</td>
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<td>Mrs Kellie Martin</td>
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<td>Mr Victor Mijnarends</td>
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<td>Mr Allen Eade/Ms Amanda Regazzoli</td>
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<td>Mr Kris Kearney</td>
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<td>Mr Neil Heymink</td>
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<td>Mrs Jenny Schleusener</td>
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<td>Mrs Bernie McInnes</td>
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<td>Mrs Christine Davis</td>
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<td>Mrs Tracey Duckworth</td>
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<td>Mrs Debbie Habermann</td>
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<td>Mrs Salli Hamilton</td>
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<td>Mrs Donna Mijnarends</td>
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RESPONSIBLE BEHAVIOUR PLAN for Students

1. Purpose
Palmwoods State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We want our students to leave Palmwoods State School with the necessary skills to be:
- Healthy in mind, body and spirit
- Enthusiastic, open minded, creative and positive in attitude
- Confident, organised, independent learners striving to reach their potential
- Compassionate, honest, respectful and socially adept
- Multi-literate, skilled and knowledgeable

At Palmwoods we strive to harness the collective capacity of our school community to ignite the potential of every student. This Responsible Behaviour Plan for Students is designed to facilitate high expectations and standards of behaviour so that learning and teaching in our school is most effective and students can participate positively within our school and the broader community.

2. Consultation and data review
Palmwoods State School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the developmental process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in February 2016, and is reviewed as required in legislation.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Through our school plan shared expectations for student behaviour are plain to everyone, assisting Palmwoods State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be safe
- Be a learner
- Be respectful.

Our school rules 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 approach to the management of student behaviour is based on the following beliefs and values:
- The behavioural, social and emotional development of students is as important as academic development in determining future success and happiness
- A stimulating and productive classroom environment and a learner-centred relevant curriculum are fundamental in promoting positive behaviour and positive teacher-student relationships.
- Managing student behaviour is a joint responsibility of students, parents and staff, requiring open, honest and respectful communication.
- The use of fair, consistent and responsive approaches encouraging students to take responsibility for their behaviour is the most effective way to achieve long-term behaviour changes.
- A range of factors need to be considered when choosing responses to student behaviour, including context, emotional well-being, culture, race, socio-economic situation and impairment, all of which can influence the way in which students act or react to adult responses.
Positive relationships and positive interactions flourish in a positive climate. The hallmark of a positive climate is mutual respect. At Palmwoods State School the common language of our Behaviour Expectations Matrix (Appendix 1) and the ‘You Can Do It’- Program Achieve is used to convey expectations around behaviours we strive for.

**Parents and the school staff have a joint responsibility** to encourage children to develop positive self-esteem, including:

- Creating an environment that fosters the development of trust.
- Providing positive models and images.
- Valuing, recognising and rewarding
- Children need to feel that they have choices, but understand the responsibilities and consequence of making a particular choice.
- Children need clear and consistent boundaries to avoid confusion.
- Children need consistent care from people they know.
- Children need to have feelings of trust that their basic needs will be met.
- Children need to be given respect so that they can develop self-respect and respect for others.
- Children need support and care as they learn to deal with their feelings.

Essential to the development of a common set of ideas, values and attitudes is a common framework. At the heart of any common framework lies a common language, easy to use, understood by all and used on a daily basis in as many settings as possible. The language of the Palmwoods State School Behaviour Matrix and the ‘You Can Do It’- Program Achieve is positive in its orientation, active in its meaning and easily understood by all.

The language of ‘You Can Do It’- Program Achieve is centred around the following themes:

- **Getting Along** – (Playing by the Rules, Thinking First, Being Tolerant of Others)
- **Organisation** – (Planning my Time, Setting Goals,)
- **Persistence** – (Working Tough, Giving Effort, I Can Do It,)
- **Confidence** – (Being Independent, Taking Risks, Accepting Myself)
- **Resilience** – (Coping with Challenges, Bouncing back)

### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Palmwoods State School through our Code of Conduct we believe that everyone has the right to:

- Learn in a co-operative environment
- Feel safe emotionally and physically
- Be respected and treated with courtesy

**Universal Behaviour Support**

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Palmwoods State School Behaviour Matrix (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by all classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades, information to parents via school newsletter and class newsletters, and during active supervision by staff during classroom and non-classroom activities.

Palmwoods State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Information for parents and students in our school newsletter “Palmwoods’ Pages”.
- Comprehensive induction program in the Responsible Behaviour Plan ‘RTP’ (Appendix 2 & 3) for Students provided for new staff and students.
- Individual Behaviour Plans developed for students with high behavioural needs, enabling teachers to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Organised lunch-time activities program
- Child Needs meetings
- Management of incidents via the school’s Responsible Thinking Process, community engagement and strong relationships with relevant support specialists
- A close cooperative working relationship between parents/carers and school.
- Development of specific policies to address:
  - The use of Personal Technology Devices at School (Appendix 6)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4 & 5)
Reinforcing expected school behaviour
At Palmwoods State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The emphasis at Palmwoods State School is on encouraging and rewarding positive behaviours, encouraging and teaching students to take responsibility for their own behaviour.

The following are examples of processes that may be used to promote appropriate behaviours across a whole school setting.

Positive Reinforcement
Positive reinforcement is embedded throughout the school culture, and explicitly exhibited as follows:

Gold and Silver Awards
Each Semester students and teachers rate student behaviour according to the core behaviours from our Behaviour Matrix. Prep-Yr 2 are rated on 14 behaviour statements whereas Yrs 3-6 are rated on 20 behaviour statements. This is done 3 times each semester, with the final rating awarded each semester used to determine whether students reach a Gold or Silver level (for students in Years 1 – 6 only – not for Prep students).

Junior and Senior Leader Program
Students from Yrs 4-6 can earn a Leader Badge for displaying consistent and exemplary behaviour throughout the year both within and outside the classroom. Teachers approve students to be nominated who are interviewed by the Deputy Principal, and then presented with their badge to wear for the remainder of the year. Students in Years 4/5 can earn a Junior Leader Badge whereas students in Yr 6 can earn a Senior Leader Badge.

Students of the Week
At each weekly parade students from each class are awarded a Student of the Week certificate for displaying excellent behaviour, work or effort during their class learning time. It is hoped over a school year that each student has attained at least one Student of the Week Award.

Gotcha’s
Staff members hand Gotcha’s out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha. When students are given a Gotcha they drop the card in the designated box near the Teacher Aids Room. On Parade students from Yr 6 Student Council select winners from each box to be presented with a voucher that can be redeemed at the tuckshop. All Gotchas are added weekly in a Sports House competition throughout the year.

Postcards
Postcards are issued to students who have displayed excellent behaviour throughout the year. The teacher writes a special message on the postcard congratulating the student on their efforts and accomplishments, and posting it to their home address.

Social/Emotional Learning
Palmwoods State School is committed to the facilitation and development of pro-social behaviour. Throughout the school social skills are taught via an eclectic, embedded approach which allows and takes into account the varying cultures and backgrounds of our entire student population. Our school has a strong focus on positive relationships, relationship building and relationship restoration which is based on mutual respect and self-responsibility. A culture of leadership is fostered through the Student Leader program.

Social skills are:
- Taught, modelled and upheld by staff
- Discussed and validated by a variety of appropriate, value laden programs, eg. Program Achieve, Stop Think Do
- Acknowledged and rewarded
- Explicitly taught via whole class teaching and specialist interventions
- Supported by classroom and school volunteers.

Classroom – Learning and Teaching

Teachers:
- Ensure students are familiar with classroom expectations and consequences which are linked to the Behaviour Matrix.

Engage in quality teaching and learning
- C2C Units and Essential Learnings
- Art and Science of Teaching
- Professional development
• Professional Standards for teachers
• Regular behaviour management Professional Development to affirm and refresh staff actions.

**Develop supportive interpersonal relationships**
• Maintain close communication with parents, eg. “Meet the Parents” meetings at beginning of year, individual parent/teacher meetings, Class newsletters.
• Tracking of student behaviour
• Develop and nurture individual students, and parents as partners in student development
• Building trust and a sense of belonging
• Teach expected behaviours in the Palmwoods SS Behaviour Matrix.
• Implementation of positive behaviour/social programs, eg. Program Achieve, Stop Think Do.

**Utilise strategies identified as best practice**
• Share ‘best practice’
• Classroom newsletters
• Individualised approach to home/school communication, eg. ‘Good News’ book
• Flexibility evident through modified individual learning plans, Buddy Teachers, restoration of relationships
• Staff supporting each other
• Consistent use of the School Code of Conduct (“Palmwoods Way”) and Behaviour Expectations Matrix. Focus on appropriate behaviour
• Peer tutoring and mentoring – role modelling
• Networking with parents and other schools.

**Playground**
• Arranged lunch-time Activities programs – eg gardening, Flags, library, soccer, Science, Maker Space, Robotics
• Resourcing to support student interests and projects eg: gym mats, stereos, sports equipment, Robotics
• ‘Gotcha’ rewards program – identifying pro-social behaviours
• Walkie talkies – communication between staff
• Designated age appropriate play areas
• Consistent processes – Responsible Thinking Process, data on One School, follow up, consequences and restoration.

**Targeted behaviour support**

At Palmwoods State School, it is important to recognise that all staff is involved in the support of students who may need more intensive targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Student Needs meetings and staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher, school administration and appropriate support staff.

Strategies used for targeted behaviour support include:
• curriculum adjustments and support
• supervised play plans
• increased opportunities to receive positive attention and reinforcement
• adult and peer mentoring
• social skills training

**Intensive behaviour support: Behaviour Support Team**

Palmwoods State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The **Intensive Behaviour Support Team**:
• works with other staff members to develop appropriate behaviour support strategies
• monitors the impact of support for individual students through continuous data collection
• makes adjustments as required for the student, and
• works with the Special Needs Team to achieve continuity and consistency.

The **Intensive Behaviour Support Team** has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

**5. Consequences for unacceptable behaviour**

Palmwoods State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Responsible Thinking Plan is used to record all major problem behaviours. The recording of three minor behaviours constitutes a major behaviour. These are reported on Oneschool as behaviour incidents.
Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member with student completes a Responsible Thinking Plan (RTP) which is then taken by the student to the office to be discussed and signed by Administration.

When a student is given a RTP parents are informed via text message, asked to discuss it with their child, sign the RTP and ensure it is returned to the school the following day.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, removal to buddy room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Special Needs AND/OR
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| Movement around school | • Running on concrete or around buildings  
• Running in stairwells  
• Not walking bike in school grounds | • Throwing objects  
• Possession of weapons, including knives |
| Play                | • Incorrect use of equipment  
• Not playing school approved games  
• Playing in toilets | • Serious physical aggression  
• Fighting |
| Physical contact    | • Minor physical contact (eg: pushing and shoving) | • Fighting |
| Correct Attire      | • Not wearing a hat in playground  
• Not wearing shoes outside | • Possession or selling of drugs |
| Other               |                                                                      |                                                                      |
| Class tasks         | • Not completing set tasks that are at an appropriate level  
• Refusing to work | • Leaving class without permission (out of sight)  
• Leaving school without permission |
| Being in the right place | • Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time. | • Leaving class without permission |
| Follow instructions | • Low intensity failure to respond to adult request  
• Non compliance  
• Unco-operative behaviour |                                                                      |
| Accept outcomes for behaviour | • Minor dishonesty | • Major dishonesty |

The following table outlines examples of major and minor problem behaviours:
Rubbish
- Littering

Mobile Phone
- Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)
- Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

Language
- Inappropriate language (written/verbal)
- Calling out
- Poor attitude
- Disrespectful tone
- Offensive language
- Aggressive language
- Verbal abuse / directed profanity

Property
- Petty theft
- Lack of care for the environment
- Stealing / major theft
- Wilful property damage
- Vandalism

Others
- Not playing fairly
- Minor disruption to class
- Minor defiance
- Minor bullying / harassment
- Major bullying / harassment
- Major disruption to class
- Blatant disrespect
- Major defiance

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

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

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

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour.

This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member
• Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Palmwoods State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
• property destruction
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report (Appendix 4)
• Health and Safety incident record (link)
• debriefing report (for student and staff)

7. Network of student support
Students at Palmwoods State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• School Chaplain

Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Sunny Kids
• U.S.C Psychology Clinic

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Palmwoods State School considers the individual circumstances of students when applying support and consequences by:
• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,
SCHOOL UNIFORM POLICY

Palmwoods State School is Proud of our School Uniform. The Parents and Citizens’ Association of Palmwoods State School supports a student dress code policy because it believes that a student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- Ready identification of students and non-students at school;
- Fostering a sense of belonging;
- Developing mutual respect among students by minimising visible evidence of economic or social differences;
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- Addressing health and safety requirements; Sun safety/personal safety.

Our Student Dress Code consists of an agreed standard and items of clothing, which includes a school uniform that Palmwoods State School students wear when:

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

The Palmwoods State School Student Dress Code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation.

We will actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school’s dress standards. As the parent/carer for your child, we seek your support in this matter.

Inappropriate Dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive;
- Likely to disrupt, or negatively influence normal school operations;
- Unsafe for students or others;
- Likely to result in a risk to health and safety of student or others.

In circumstances where inappropriate or unreasonable dress is worn, appropriate action will be taken.

SCHOOL ATTENDANCE POLICY

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends a state school or a non-state school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse.

A child should be enrolled in and attend school in the year that they turn compulsory school age (six years and six months).

Each parent of a young person in the compulsory participation phase has a legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

Prosecution of one or both parents may occur if the parent(s) do not fulfil their legal obligation in regard to enrolment and attendance of their child at school.

From time to time a student may be absent from their educational program. Parents comply with their compulsory schooling or compulsory participation obligation by providing a satisfactory reason for these absences, unless the student is an adult or it is not appropriate to contact the student’s parents, in which case an explanation should be sought directly from the student.

At Palmwoods State School you may advise of an absence by:

1. Phoning 5453 2444 and leaving a message on the absentee line prior to 8:50am
2. Emailing admin@palmwoodss.eq.edu.au prior to 8:50am
3. Advising administration staff and or teachers of students absence in person prior to 8:50am

If your child leaves early due to illness and are away for other days you must still advise the school of why they are away on following days. The school does not and cannot assume the child is still ill. State schools will be required to notify parents of any unexplained absence in the morning of that occurring.

Any student arriving after the 8:40am bell will be required to obtain a late slip from administration staff at the office. As soon as possible after 9:15am admin staff will produce a report of any ‘unexplained absences’ for that day. The parents of students on that list will receive a text similar to:

‘Palmwoods SS - your child has been recorded as being absent this morning without explanation. Please supply valid reason via reply text or contact the school 5453 2444.’

Children should arrive at school by 8.30am but preferably not before 8.15am (Kids Club is available)

School lessons begin at 8.40am. School is dismissed at 2.50pm.

Students arriving after 8:40am and leaving prior to 2:50pm must be signed in/out at the school office.
INTERNET USAGE POLICY

Palmwoods State School provides access to computers and the Internet for educational use and communication within the wider school community. Students accessing computers and the Internet without a specific educational purpose should do so using computer resources from outside the school.

Student expectations:
- Understand that computers and the Internet can connect them to useful information stored around the world.
- While they have access to school computers and the Internet:
  1. They will use it only for educational purposes.
  2. They will not look for anything that is illegal, dangerous or offensive.
- If a student accidentally comes across something that is illegal, dangerous or offensive, they must:
  (a) clear any offensive pictures or information from their screen;
  (b) immediately, quietly, inform their teacher.
- Will not reveal home addresses or phone numbers - theirs or anyone else's.
- Will not use computers or the Internet to annoy or offend anyone else.
- If the school decides that a student has broken these rules, appropriate action will be taken. This may include loss of computer and Internet access for some time.

Parent or Guardian Expectations
- Understand that computers and the Internet can provide students with valuable learning experiences.
- Understand that they give access to information on computers around the world; that the school cannot control what is on those computers; and that part of that information can be illegal, dangerous or offensive.
- Accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students.
- Have responsibility for explaining the policy to their children, and give permission for them to access computers and the Internet under the school rules.
- Understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of computer and Internet access for some time.

HOMEWORK POLICY

At Palmwoods State School, the teachers view homework as a review of the work that has been covered in class. Homework is seen as a supportive teaching tool that enhances the classroom program. An effective homework program contains.

Content:
- Home Reading
- Maths Revision
- Spelling/Sight Words/Phonics/Vocabulary
- Optional Challenge Activities

Helping with tasks at home and regular physical activity should also be included.

Time:
A Teacher’s individual program influences whether homework is given on a nightly basis or as a weekly task. However, students should be expected to complete some part of their homework every night. Homework should be determined by the amount given, not time. However as a guide the times below are how long children should be expected to do homework if working effectively:

<table>
<thead>
<tr>
<th>Year</th>
<th>1 - 2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 minutes</td>
<td>20 minutes</td>
<td>20 minutes</td>
<td>20 - 30 minutes</td>
<td>30 - 40 minutes</td>
</tr>
</tbody>
</table>

Responsibilities:

Teachers:
- developing the homework program
- clear instructions and expectations
- correction and feedback
- encouraging the establishment of “sound” homework habits
- informing parents if student’s homework is not done repeatedly
- informing parents if there is any change in the homework routine
- establishing a system to monitor home readers eg reading log, computer system, parents changing books
- ensuring that ”lost” books are retrieved either by a note or phone call

Students:
- responsibility of taking the work home and returning it daily or weekly
- to complete set tasks to the best of their ability
- to be organized and have the appropriate materials and tools
- involve parents in the process so that parents are aware of what is happening in the classroom
Parents:
* ensuring a homework regime is established
* checking homework is completed and that the quality of the completed homework is of a satisfactory level
* listening to their child/ren read and assisting in this process
* supervising and supporting their child/ren
* signing homework (depends on the individual teacher’s request)
* being aware of what is happening in their child/ren’s classroom.

PAYMENT POLICY

Payments for all excursions, camps and activities must be received at the office at least two (2) days prior to the event to allow for administration processes. Payments will not be accepted after cut-off dates unless prior arrangements are made with the office.

Notes are issued to all students detailing relevant costs. Permission forms may also need to be signed and returned to the office.

Notification of events is via notes sent home, the Website, QSchools App, the newsletter and Facebook. It is the parent’s responsibility to ensure they are fully informed.

The P&C endorse the payment policy.

Payments can be made securely via QParents and BPoint. See the school for more information.

SUN SMART POLICY

School Uniform
Students are strongly encouraged to wear full school uniform which includes the collared shirt with sleeves.

The school hat is a ‘Sun Safe’ board brimmed hat.

Students who do not have a broad brimmed hat in their possession at school are to remain seated on a ‘yellow seat’ in their play area during break times and are entered into on the Yellow Playground Duty sheet. They are supervised by the teacher on duty. Our policy is ‘No Hat No Play’.

For swimming Carnivals, Surf Awareness students are strongly encouraged to wear extra protective clothing eg. Rash-vest and T shirt.

Teachers are expected to role model Sunsmart behaviour by use of Sunsmart hats and sunscreen at break times and sporting events.

Provision of Sunscreen

All Classes are delivered with a yearly allocation of Sun Screen in a dispenser for classroom use.

Teachers to place Sunscreen in a prominent place in classroom for students to see and access at break times and prior to special events on request.

Teachers to take Sunscreen to Sports Meetings, Swimming Carnivals, Surf Awareness & Sailing to offer re-applications.

Management of Break Times.

The first break time is the longer play period and is timed to occur before the midday high UV period 10:50-11:30am.

Second break is after peak UV period 1:05-1:35pm.

Students eat their lunch seated under school buildings for the first 15 minutes of first break and 10 minutes for second break.

Provision of Shade.

Students are supplied with extensive covered areas, walkways and a shaded courtyard.

Our school has developed extensive shaded tree areas where students can gather under shade.

During sporting events where our school oval is used we organise shade cover from the erection of canvas tents by the local service clubs. We also include a portable shade cover for students’ protection at Swimming and Sporting Events which occur away from the school site.

SMART CHOICES POLICY

“The Palmwoods State School Community aims to nurture a healthy mind, body and spirit by encouraging, supporting and promoting healthy eating.”

• Ensure the school curriculum is rich in knowledge that gives the students the skills to make informed choices.
• Provide an opportunity for students to enjoy fruits and vegetables through the inclusion of healthy brain breaks during class time.
• Encourage children to drink water as the first and best choice.
• Tuckshop menu to reflect healthy eating choices and the Smart Choices Strategy.
• Whole of School community supporting and modelling healthy habits.
• Food will not be used to reward students. Other fun appropriate alternatives will be put in place.
• The 2 ‘Red Food Days’ per term as outlined in the Smart Choices Strategy will be endorsed by our P&C.
• Use of School resources (tuckshop, parent room) to provide learning opportunities to enhance the promotion of healthy eating.
• The P&C Outside School Hours Care Service will provide consistent healthy messages to children in their care offering nutritious snacks in accordance with Smart Choices Strategy.
MOBILE PHONES POLICY

Appropriate Use of Mobile Telephones and electronic devices by Students
The use of mobile phone, pagers, portable CD and Mp3 players, Personal Digital Assistants and similar electronic devices in class is disruptive to the learning environment of all students. Students wishing to use these devices in exceptional circumstances should negotiate arrangements with the Principal.
No liability will be accepted by the School in the event of the loss, theft and damage of any device.
• All electronic devices are to be turned off and left at the school office prior to school starting for the duration of the day.
• Failure to comply with this guideline may result in temporary confiscation.
• In-phone cameras may only be used with the permission of the Principal.
• Appropriate disciplinary action will be taken against any student who (a) photographs or films other individuals without their consent (b) sends harassing or threatening messages (c) is caught using a mobile phone to cheat in exams or assessments.
This policy also applies to students during school excursions, camps and extra-curricular activities.

SCHOOL PARKING POLICY

The school recognises that home time can be a very busy time. To minimise risks to students and to ensure that collecting children runs as smoothly as possible the following policy has been put in place;
• Parents are to use designated parking areas on Palmwoods/Montville Road and Palmwoods School Road. NO parking on yellow lines.
• No parking in the signed parking areas in Tytherleigh Road between 2.30 and 3.15pm as these are Collect & Go parks during these times.
• No parking in the staff carpark
• Do not park in the bus zone.
• Parents wishing to just drive though and pick up their children are to make use of the Collect & Go Service by coming down Robert Street and then up Tytherleigh Road to enable it to be safer for our children.
• If your child waits in the bus area, parents are to park and come to the gate to collect them.
• Preferable speed through the Service Road is 10Kmh.
• Absolutely no stopping on the yellow line.
• Parking in unauthorised areas may incur police parking fines.
• Please show courtesy and respect to all other drivers, staff and students at all times.
CHILDREN’S SAFETY AT ALL TIMES IS PARAMOUNT.

PRIVACY INFORMATION

The school and the Department of Education and the Arts are subject to Information Standard 42 – Information Privacy (IS42). IS42 controls how the school and the department collects, stores, uses and discloses personal information. The information collected on the enrolment form is being obtained for the purpose of processing the student’s application for enrolment.
In addition, recent Commonwealth legislation requires the department to collect information concerning a student’s sex, indigenous status, socio-economic background and language background.
The information collected on the enrolment form will be stored securely.
Do you have to provide the information required by the Commonwealth?
Whilst the States are legally obliged to collect the information required by the Commonwealth there is no such obligation for a parent/caregiver to supply the information requested on the form.
It is purely voluntary on the part of a parent/caregiver completing the form whether the information requested is provided.

Under what other circumstances can the school and the Department of Education and the Arts disclose your personal information?
If you consent, or if disclosure is:
• Permitted by law,
• Essential for law enforcement, or
• Believed to be necessary to prevent or lessen an imminent threat to health or life.

The Department of Education and the Arts may disclose limited information (for example name, contact details, attendance, achievement etc.) about you to other parties for the purposes of issuing achievement awards, processing certificates, statements or reports in relation to assessments.
Listed below are agencies the department may give relevant personal information to where needed or authorised by law. The guidelines for release of personal information are strict. Personal Information may be disclosed to:
- Queensland Health or its nominated Health Providers
- Queensland Transport
- Queensland Police Service
- Aboriginal and Torres Strait Islander Policy
- Department of Employment and Training
- Department of Child Safety
- Disability Services Queensland
- Department of Housing
COMMUNITY INTERACTION EXPECTATIONS

These Expectations have been developed to protect the rights of students, staff and parents to come to a school that provides a safe and supportive learning environment.

We believe:

• that everybody’s behaviour should set a good example to children.
• it is important to treat everybody with dignity and respect.
• that we should all talk to one another in a respectful way.
• it is important to use behaviour that does not include swear words or abusive/threatening terms.
• that children have a right not to be touched inappropriately or subjected to undue physical contact.

We ask:

• parents to not confront other people’s children about issues or concerns. Approach the Principal or Deputy Principal.
• visitors and parents show respect for teachers’ classrooms and their personal space.
• parents not to verbally harass teachers.
• parents not to speak to other children negatively.
• that parents adhere to correct bell times. First bell goes at 8:40am. School finishes at 2:50pm.
• that parents who bring students to school after 8:40am or who are picking them up before 2:50pm, complete the appropriate late/early Student Folder at the Office, before proceeding to the classrooms. Please note that all class rolls are marked by 9am.
• that parents who are waiting to collect their children at 2:50pm, wait in the appropriate areas.
• all visitors to sign on at the front desk for security reasons. All parents who come into the school during the day must also sign in at the front desk, before proceeding to their child's classroom or elsewhere in the school.
• parents to make appointments with teachers/Principal rather than requesting “on-the-spot” interviews. This ensures that a meeting is possible.
• that adults report directly to staff or Administration any concerns regarding the use of inappropriate language or perceived abuse.
• all people who come to the school to dress appropriately, including footwear. For example, no swimwear or T-shirts with inappropriate slogans. Small children also need to have footwear, for safety reasons.
• people not to smoke on the premises, or while on excursions within proximity to the children.

Finally, we know that parents sometimes get angry and frustrated over things that happen. We ask everybody to display courtesy and issues will be dealt with as quickly and effectively as possible.

GENERAL INFORMATION

ABSENCES / ATTENDANCE  (SEE POLICY SECTION)
Education Queensland requires the school to be notified of any student absences or variation to school routine. Parents are requested to co-operate by advising teachers verbally, via a brief written note or phone the school Absentee hotline on 5453 2444.

ARTS COUNCIL
During the year students may have the opportunity to attend performances by the Queensland Arts Council or other approved organisations. The cost for this is included in the Student Resource Scheme.

BOOK FAIR
Twice a year the Resource Centre runs a “Book Fair” in which recommended books are made available for sale to children and parents at reasonable prices. Profits are used to purchase additional books for the library.

BOOK LISTS- REQUISITES
It is necessary that parents supply and upkeep the materials requested on yearly booklists. Every effort will be made to keep these lists to a minimum in quantity and cost. (See PAYMENTS) Booklists for Prep to Year 6 will be sent home at the end of Term 4 for the next year.

BUS TRANSPORT
Children using transport services provided by the Department of Transport are expected to show their appreciation of such a service by behaving properly while waiting for the bus, while boarding the bus, while travelling on and when leaving the bus. The school is serviced by licenced runs owned and operated by Bus Link Bus Company. Supervision is provided for students waiting for buses. The Buslink company can be contacted on 5476 6622 or visit www.buslinkqld.com.au for info and applications for travel.

A fee reduction is available at Maroochydore Department of Transport. All students are eligible to apply.

CONVEYANCE/ BUS ALLOWANCE
Parents of children of any age who live more than 3.2 km from the nearest school and who are transported privately to that school may be eligible for a conveyance allowance. Parents with Health Cards who live within 3.2 km may be eligible for Transport Assistance. Forms for this allowance are available from the Transport Department, Mooloolaba (Phone 5452 1800)
**CHAPLAINCY**

Chaplaincy at Palmwoods School is aimed at caring for staff, students and their families. It is part of ensuring our school offers a safe and supportive environment of positive learning and friendships. Chaplaincy is committed to helping students make the most of their time at school. Our Chaplain offers individual support to staff, students and their families. This usually includes listening to and understanding issues raised, providing mediation (if required), assisting with problem solving and goal setting and enabling students to find a workable solution in their relationships both at home and at school. Our Chaplain will not provide spiritual or religious support unless written permission is supplied by the parents.

The Chaplain works in a team that support students which includes Behaviour Support Teachers, Guidance Counsellor, Principal, Deputy Principal and teachers. There are several youth agencies that the Chaplain may work with to support students with specific needs. These may include Child and Youth Mental Health Sunny Kids, Integrated Family and Youth Service or Community Solutions. From time to time a local church based program may also be used.

Our Chaplain is involved in a number of preventative programs to encourage a positive school environment. Group activities aim to help students to build their confidence and self-esteem, develop their social skills and leadership skills and be able to work cooperatively with other students and school staff. Within the school our Chaplain runs a number of targeted programs.

The programs being run in 2017 include:

- Cooking programs
- Tea parties
- Family activities
- Relationship building strategies.
- Parent support programs
- Community Awareness programs

The students that participate in these programs require permission from their parent or guardian. None of these programs have religious or spiritual content. If there are any concerns or issues with the support the Chaplain provides please contact the office at school.

**Pastoral Care**

Our Chaplain, Jenny Schleusener, is at school 3 days a week and is available for all students, their families and the staff for support and encouragement. Some of the main issues that the Chaplain provides support with are: dealing with conflict with friends or family, grief and loss, bullying, building resilience and discussing life and spirituality. Students are referred to our Chaplain by themselves, friends, parents & teachers.

There is also a Parent program to provide support to families. This program offers practical, emotional and moral support to families as well as social activities and coffee mornings occasionally incorporating speakers.

To get in touch with our Chaplain please email: jschl53@eq.edu.au

**In class**

Jenny spends time in class just encouraging the students and assisting with difficulties. When requested by teachers, she runs special programs to assist with perceptions and feelings, bullying, problem solving and resilience.

**Connection**

Throughout the year Jenny also runs special activities promoting family fun and building lasting relationship memories. These may include:

- Father or Mother and Daughter date nights
- Father or Mother and Son outings
- Fun Fridays (old fashioned games after school) Pancake breakfast for parents

**Community Events**

Each year the school holds an Honour morning tea to say thank you to the main sponsors of the school, people who give generously to our school musical, enrichment program and other worthy projects. We believe that appreciation is an important part of life and our young people need to be thankful to those who help them on their journey.

**Making our Chaplaincy Possible**

**Local Chaplaincy Committee**

Our part time Chaplaincy service has 1 day funded entirely by donations made from local families, businesses and organisations to sustain the service. The other 2 days are mainly covered by the Federal Government Funding.

Our Chaplaincy has an overseeing committee called the Local Chaplaincy Committee which is made up of representatives from churches, the school and the wider community. If you would like to find out more about the Local Chaplaincy Committee please email our Chaplain at jschl53@eq.edu.au

**Donate Online**

Our Chaplain is funded by the local community but employed by a charity organisation called SU Qld (Scripture Union Qld). SU Qld currently employs over 850 Chaplains in Qld State Schools. Their website is www.suqld.org. It has useful...
information about what SU Qld is, about Chaplaincy, camps and SU Qld's work with at-risk youth.

If you would like to make a donation to our Chaplaincy Program, one way you can do this is via SU Qld's online donation page. Please ensure you specify the money is to go to “Palmwoods State School Chaplaincy”. You will automatically get a receipt when you make a donation. Thanks for your support!

**Social Justice**

Each year our school participates in a few social justice projects to assist the disadvantaged. These programs encourage our young people to look outside themselves and their own community and see the world around them. These programs assist in building community spirit and compassion in the heart of young people that may be the catalyst to change the world into the future, making it a better place for more people. The programs currently being implemented are:

- Homelessness Awareness Sleepover.
- 40 Hour Famine

**COLLECT & GO**

Parents may collect students using the “collect & go” system. *(1 minute parking area from 2.30pm – 3.10pm)* Students are dismissed from class at 2.50pm. Parents drive down Robert Street and up Tytherleigh Road, waiting, then pull forward into the designated spaces, collect their children and be gone within a couple of minutes – thus allowing for the next vehicles to do the same. Staff assist them into vehicles. If a child is not waiting parents are to continue on and go around again. After 3:05pm any students remaining at Collect & Go are taken to the front gate and bus stop area to be supervised by a staff member. Students can be collected here up to 3.30pm.

**CURRICULUM**

The 5 Keys to Success, the Art and Science of Teaching framework and Kagan Co-operative learning structures underpin our approach to teaching and learning at Palmwoods State School, to ensure that student learning opportunities are delivered in an engaging and student focused manner so our students develop 21st Century skills. The 5 Keys to Success are Confidence, Organisation, Getting Along, Persistence and Resilience and these are interwoven into everything we do.

Key Learning Areas are English, Mathematics, Science, History, Geography, Technology, The Arts and Health and Physical Education. Literacy and numeracy are our focus across all key learning areas. The way that we teach the curriculum continues to be developed through whole school professional development and collaborative planning sessions where teachers work with their year level colleagues to refine units of work for classes from Prep to Year 6. These planning sessions have a particular emphasis on identifying how teachers plan to differentiate the curriculum to best meet the needs of each child. Assessment rubrics, known as “Tuft Sheets” are used to support and assess individual student's knowledge and understandings. These “Tuft” sheets assist children in identifying the next steps needed to for them to improve their work. The “Tufts” illustrate our philosophy of learning as a growth process that is best achieved through effort. Formative assessment, school based assessment and NAPLAN data is used as a basis for reviewing our curriculum and to help us tailor our teaching strategies according to the specific needs of our students.

Our Literacy Lift program provides all classes in Years 1 – 6 with an additional teacher and two extra Teacher Aides for three sessions a week, with the specific goal of working with students in small groups to enhance their literacy skills. We also provide extra teacher time during Mathematics lessons to enable us to work more effectively with students at their level. We understand and realise that number is the key element in maths, so we use daily warm ups structures to develop number understanding.

Specialist teachers deliver learning experiences in Music, Physical Education, Library and LOTE. At Palmwoods our Language other than English (LOTE) is Japanese.

An inclusive education program which offers teaching and learning experiences for students with disabilities, learning support and gifted and talented. These are usually integrated into classrooms with some standalone support from specialist teachers trained in these areas.

Community and parent volunteers are active in our school. These volunteers are seen each day in and around the school supporting students in reading, writing, maths, art, gardening and other areas. Contact your child’s teacher or our Community Liaison Officer if you are interested in volunteering.

**DENDAL CLINIC**

The Health Department conducts a School Dental Clinic in our grounds for several months every 18 to 24 months and free dental services are provided for our students. Parental approval for treatment is necessary. For enquiries about the Dental Clinic services etc, please contact the Clinic on 5470 6758.

**EMERGENCY PROCEDURES**

The school follows a well documented and detailed policy with regard to Emergency Evacuation and Lockdown of our school. Throughout the year we have regular drills to ensure familiarity and confidence. It is a Workplace Health and Safety requirement that all parents, volunteers and contractors participate in the drills if they are on the school grounds.

So that the lives of children are not endangered, parents are requested **NOT** to drive into the school ground or park in gateways and to observe legal parking zones on the street. There are strict regulations regarding children leaving school grounds. Children **may not leave the school grounds** during the school day unless they have been signed out and accompanied by a parent or authorised adult.
EXTRA CURRICULAR ACTIVITIES
During the year there will be various excursions, bus trips etc which include the following:
- Special days and assemblies
- Various school camps and excursions
- Visits from the Arts Council
- Palmwoods Country Fair
- Enrichment Program (Term 3)
- Nambour & District School Athletics Carnival
- Interhouse Athletic Carnival
- Interhouse Swimming Carnival (December)

Parents will be advised of the venues and dates of these activities throughout the year by letters and notices or through the school newsletter, “Palmwoods Pages” which is issued every 2nd Wednesday.

GUIDANCE OFFICER
A Guidance Officer visits our school fortnightly. This officer assesses children who are experiencing education difficulties and/or problems of emotional adjustment. The Guidance Officer meets with teaching staff and also arranges appointments with parents. If you require assistance or further information please contact the Guidance Officer through the School Office.

HATS – ‘NO HAT NO PLAY’
Hats must be worn for all outside play. Broad brimmed or bucket hats for girls and boys can be purchased from the school. Caps or visors are not permitted as they do not offer protection for the ears and neck. Hats are to be the school colour – maroon.

All uniform items are available at the school uniform shop between 8 and 9 am Friday morning. The uniform shop also stocks second hand uniforms. Please mark all property so that it can be claimed readily.

HEALTH
Immunisation is a wonderful safeguard to health and we suggest that you consult your Doctor concerning protection against Diphtheria, Whooping Cough, Poliomyelitis and Tetanus. New enrolments are requested to supply immunisation records.

Officers from the Dental Services visit the school periodically. We ask that you give them full co-operation. Advice given concerning suspected problems could be valuable.

FIRST AID
No treatment is permitted in the school except first aid. This immediate temporary treatment is given by a person who holds a current First Aid Certificate. In more serious cases parents are notified if possible, and the ambulance is called.

It is imperative that an up-to-date record is provided of parent phone numbers and emergency contacts.

MEDICAL MANAGEMENT PLANS
Parents and caregivers of children who suffer severe allergic reactions (anaphylaxis) or severe Asthma are required to provide an Action Plan provided and signed by a medical practitioner. This management plan should incorporate information such as the signs and symptoms and planned responses to the student’s severe reaction. It is the parents responsibility to ensure these Plans are up-to-date.

MEDICATION
Where an office staff member, authorised by the Principal, is to administer medication, the instructions should be written by a Pharmacist at the Doctor’s direction. The staff will not accept the instructions given solely by a parent.

The medication must be presented in the original container issued by the pharmacy. The First Aid staff may give oral medication to a student provided instructions, (as mentioned above), are given and parents make a formal request in writing. Non-prescribed medications (including cough and naturopathic medication) will not be administered by teachers or other persons on school staff.

ALL MEDICATION, CLEARLY LABELLED, SHOULD BE PRESENTED TO THE FIRST AID ROOM.

SCHOOL SORES (IMPETIGO)
Impetigo is a bacterial infection that causes crusting, weeping and occasionally blistering on the surface of the skin. Scratching will transfer this infection to other parts of the body.

Impetigo is infectious and can spread from one member of the family to another and from one school child to another.

Impetigo is treated with antiseptic solutions applied to the skin.

SEE OFFICE FOR EXCLUSION TIMES FOR ILLNESSES:

HEAD LICE POLICY
Detecting and treating head lice is the responsibility of families. Our school supports families in that role through our Head Lice Management Program. The program provides information and education to parents and students.

Parents are encouraged to report all cases of head lice to the office so appropriate action can be taken to avoid further infestation. If headlice are detected on a student at school, parents are asked to take their child home for immediate treatment. They can return to school once treated.
HYGIENE
Regular lessons are given in matters of hygiene and every effort is being made to put this into practice. Children are encouraged to wash their hands on leaving the toilets.

HOMEWORK (SEE POLICY SECTION)

HUMAN RELATIONSHIPS AND SEXUALITY EDUCATION HRE
The Human Relationships and Sexuality Education Policy as endorsed by our P&C incorporates aspects of personal development and sexuality and is taught in all classes from Prep to Year 6. The program is based on the “Bodies and Essential Relationships Education Essentials” resource produced by Family Planning Queensland. This occurs in Term 4 of each year. For more information please ask office staff for our Human Relationship and Sexuality Education Policy.

INCLUSION IN THE CLASSROOM – PART OF OUR SUPPORTIVE ENVIRONMENT
What is inclusion?
Many different terms have been used to describe the integration of students with disabilities into “regular” classrooms. The program at our school is called Inclusion and demonstrates our commitment to educate each child to the maximum extent appropriate in the classroom he or she would otherwise have attended if not disabled. It involves bringing the support services to the child and embraces teaching practices, which are designed to provide challenging learning environments to children with very diverse learning characteristics.

The inclusion program is part of our school’s commitment to maintaining a caring community that fosters mutual respect among staff, parents and students. The inclusion of children with disabilities provides all students with the opportunity for positive experiences that build a good foundation for lifelong learning about others. Our inclusion teacher is Allen Eade and his role is to work with other teachers and parents to help students with disabilities to be included in all aspects of school life. He provides support to meet students’ unique needs by building on the students’ strengths and their learning styles. What does inclusion look like?

Inclusion at our school is characterised by its virtual invisibility. Students with disabilities are not clustered together but are dispersed in classrooms they would otherwise attend. As the inclusion teacher Mr Eade teaches in these classrooms in a variety of ways providing as much of the full curriculum as his students can master, modifying only as it is needed. Small group sessions such as Occupational Therapy are taken to the Inclusion room located opposite the Library. How does inclusion affect classmates?
The presence of included classmates provides many opportunities for growth in a classroom. Inclusion of students with disabilities creates a learning environment in which every child has opportunities to shine and experience successes. We are committed to maintaining a caring community that believes all children benefit from respectful friendships with each other.

INSTRUMENTAL MUSIC
Instrumental Music at our school is a highly motivating and enjoyable experience for the students involved in the program as an extension of the school based music program.
Two instructors, Mr Neil Heymink and Mr Peter Rickert visit the school weekly teaching a variety of orchestral instruments such as violin, cello, flute, clarinet, trombone and percussion to name a few.
What does your child gain from Instrumental Music?
Learning and Teaching experiences, Mastery of an orchestral instrument, Self-confidence, Discipline and Motivation. Life be in it! Be in a band for life!

INTERNET USAGE
The school is continuing to increase the availability of internet resources. A student’s use of the internet is governed by Education Queensland Policy (see policy section). On enrolment all parents and children (yr 3 and up) must sign an Internet Agreement.

LIFE EDUCATION
Students are involved in Life Education lessons every year. These interactive Drug and Health education lessons, held in the visiting Life Ed Van, put students in situations where they need to make decisions, solve problems and discuss choices to address problem situations that relate to their own health and well-being. Cost is approximately $8 which is included in the Student Resource Scheme fee. Life Education is next planned for 2017.

LOST PROPERTY
Children inevitably lose or mislay belongings throughout the school year, so we have a lost property area inside the Teacher Aide Room for such items. Every endeavour is made to return the articles to their rightful owners, but sometimes these items are unmarked and their owners cannot be found. Please assist us by marking all belongings clearly and also by checking the lost property area regularly to see if any of the articles belong to your child. At the end of each term all lost property will be recycled or given away to charity organisations.

LOTE
Japanese is our Language Other Than English. Year 5 & 6 classes will receive 90 minutes of LOTE per week. Our Years 2, 3 & 4 students also learn Japanese each week.

MOBILE PHONES, CAMERAS & MP3 PLAYERS (SEE POLICY SECTION)
New legislation gives authority to principals and school staff to temporarily remove items from students that cause disruption to learning or threaten the safety of
students and staff. This may include mobile phones, toys, jewellery, magazines or any item that a student is using inappropriately.

**MONEY AND VALUABLES**

Valuables, including electronic gadgets, MP3 players and expensive toys etc, are to be left at home. **The school will be exempt of responsibility for any lost article.**

Should you find it necessary for children to have large amounts of money at school, consider it advisable for the child to give the money (in a named purse or envelope) to the office for safe keeping. Children are discouraged from wearing valuable jewellery except plain stud/sleeper earrings and watches to school.

**NEWSLETTERS:** “Palmwoods Pages”

Newsletters are published on our website (www.palmwoodss.eq.edu.au) every 2nd Wednesday and a copy sent electronically. The newsletter is also put up on the ‘Official Palmwoods State School’ Facebook page. As these often contain valuable information or may require a reply from parents, it is essential that they are read each fortnight. If you do not have access to our website you can collect a paper copy from the office.

**PARENTS AND CITIZEN’S ASSOCIATION**

P&C general meetings are held every third Tuesday of the month at 7pm in the school staff room. Meetings finish around 9pm and all parents/caregivers are encouraged to become members and participate on behalf of their children. The AGM (Annual General Meeting) is held in March each year with all executive positions - President (vices), Secretary (assistants), Treasurer (assistants) being relinquished and nominations taken with voting following. P&C aims to mentor a steady flow of new parents through these positions.

**WHO WE ARE:**

- P&C consists of parents/caregivers of children attending the school and interested citizens with involvement from staff and school administration. P&C represents all the parents/caregivers within our school community. Parents/caregivers from each year level are encouraged to attend monthly meetings becoming aware of P&C activities, programs, issues and budgets for the year, as well as contributing to school policy decisions and development. With a wide variety of parents/caregivers involved, decisions that represent the majority of views can be made.
- An ever-changing group of parent/caregivers volunteers. As students move onto high school, parents/caregivers do as well. This requires a constant flow of new parent/caregiver involvement from the lower year levels to add their input to the P&C.
- Members of P&C’s Queensland, which lobbies State Government and its Education Department for improved systems and facilities on behalf of school children and their parents/caregivers.

- The P&C is the supervising body for the Palmwoods State School Outside School Hours Service (Kids Club) and the school Tuckshop.

**WHAT WE DO**

- Fundraise to provide extra funds ensuring our school provides more than just the “basics” in education and upgrading of grounds and equipment. The P&C Expenditure Budget for 2015 was over $23,000 plus obtained grants. Over $20,000 went to enhance the curriculum. The loan for the new tuckshop will continue to be paid off over the next two years.
- The P&C works with staff to identify and prioritise areas of improvement in the physical environment of the school and aims to assist the school to complete these jobs with the help of a continual flow of funding.
- Implement change through discussions with parents and school administration via monthly P&C meetings and Parent Forums.
- P&C is concerned with safety issues eg. School crossings, playgrounds and shade, health and nutrition issues, food handling, etc.
- Tuckshop – providing a 3 day / week service and supporting all extra school activities. Includes the Education Queensland Healthy Food and Drink Strategy - Smart Choices and our menu in line with the schools Healthy Eating Policy, developed in consultation with the whole school community in 2006.
- School uniform supplies and management
- Outside school hours care through Kids Club.

**THE BENEFITS OF JOINING OUR P&C**

Joining the P&C is one of the best ways to show your children how much you value their education. You also show your children how committed you are to helping our students and the school community. Some benefits to the school include:

- A nutritious and healthy tuckshop
- A safe and supportive after school care facility
- Quality school uniforms
- Enhanced learning environment
- Parents’ voice in school matters
- Financial support for extras
- Creating close school community ties

Getting involved doesn’t mean you’re taking on a full time job. We know you are busy and we value any amount of time you can spare.

**Ways you can be involved are:**

- Provide input on
  - School routine
  - P&C budgets
  - School budgets
• Contribute to policy
  - Behaviour management
  - School uniform
  - Sun safe policy
• Assist with
  - Fundraising
  - Functions and activities
  - Tuckshop
  - Uniform shop

HOW WE FUNDRAISE

Palmwoods Country Fair: For many years, our school has involved the whole school in an annual major fundraiser – the Country Fair. Local businesses, families and school staff all contribute to this huge event. Each year, a new committee is formed who are supported by a system of parent representatives and their helpers. It has been a great success financially and always enjoyed by huge crowds, but most especially by the children themselves. The fair provides show rides, entertainment, stalls and raffles. The event raises over half of our yearly fundraising needs.

P&C is always looking for helpers and event managers, and new ideas to keep the event popular.

Chocolate Drive: This occurs every year.
Trivia night, mystery social event, “a-thon” or raffle: P&C decides to go ahead with fundraising in terms 3 and 4 if the need arises.
Donations: The school and P&C has great appreciation for Heritage Bank Palmwoods Community Branch, local businesses, Sunshine Coast Council and some families who have shown tremendous generosity through their consistent support. This eases the burden of fundraising for everyone.
P&C welcomes your ideas and commitment. Your time, interest and enthusiasm are what make our school great!

CLASS REPRESENTATIVES
The school has implemented a class representative scheme. This scheme attempts to enhance communication between groups of people within the school. Class reps are two parents who choose to represent the other parents in their child’s class and can pass information between P&C, teachers, staff and other parents. The school often needs to “rally the troops” when help is needed.

The Parent/Class/P&C REP scheme aims to:
• Assist teachers and P&C with information sharing
• Welcome new families
• Improve communication within the school and between parents and P&C
• Foster healthy relationships between teacher-parents-child
• Support P&C special projects and can assist in co-ordinating some fundraising events
• Skill building of volunteers

The effectiveness of the P&C Association is dependent on the enthusiasm and interest of the parents it represents. We aim for the best possible outcomes for our children. Being involved ensures that you are informed about your children’s education. All suggestions for improvements in this communication are welcomed.

WHERE PARENTS CAN HELP

CLASSROOM ASSISTANCE: Palmwoods State School has always enjoyed an active parent group who consistently spend a quantity of their valuable time inside the school lending a hand in many different ways. As our school continually improves its curriculum through the recent change to Queensland Curriculum, Assessment and Reporting (QCAR) Framework, the community is called upon to have greater input, enhancing the learning environment for our children.

Throughout the year, teachers require parent assistance in some form or another. Your child’s teacher will indicate to you their particular class needs and with your input, some form of scheduling will be prepared. The school is improving training and information for classroom helpers. Some areas of assistance required are:
• Individual and small group learning – supervising and playing maths and literacy games, listening to students read (as a trained Support A Reader mentor or Tutor), checking student spelling levels, assisting with computer knowledge, helping with art and craft sessions, activities and projects, accompanying class excursions and helping out in the Permaculture garden.
• Organization of equipment and resources- contacting or making flash cards, posters, games and other resources. Colouring or mounting displays and children’s work on walls, decorating classrooms. Marking homework and spelling and checking home reading.
• Classroom maintenance – rostering the cleaning of class fridges (a P&C initiative), washing tea towels and occasionally helping teachers put the class newsletter together.
• Tapping into your knowledge and expertise (or someone you know) – It is always exciting and beneficial for children to meet people who represent a trade or who have a special skill. You will be invited by the teacher to tell your story or share your knowledge with students, possibly when it connects with a part of the curriculum.

ASSISTING OUTSIDE THE CLASSROOM
• Attending Monthly P&C meetings (the ‘P’ stands for Parent!!)(P&C meetings are where reports are presented, fundraising dates and projects are set in motion and where we hear from the Principal on updates on what is happening around the school concerning staff, facilities, equipment, school
budgets etc. Without the P&C meetings many projects and fundraising ventures would not get off the ground.)

- Helping out at events – sporting, performance night, fundraisers and especially the Country Fair
- Helping out at tuckshop – always need lots of helpers (2 per day)
- Helping with the Uniform Shop
- Assisting in the Library
- Working in our Permaculture Garden
- Assisting teacher aides

The school is a “community work” organization, meaning you can receive working credits in return for a number of hours of voluntary work if you are on Centrelink payments. The school is always willing to provide a reference to its excellent volunteers. Palmwoods State School is interested in developing excellent relationships between school and families, so please feel welcome to participate in your child’s learning environment.

CONTACT DETAILS

Joining the P&C is as easy as coming along to the next P&C meeting or contacting the school.

P&C Executive 2016
President: Alison Donaldson               Secretary: Tania Wheeler
Treasurer: Mark McInnes                      Vice President: Michael Schell
Operations Manager: Brenda Hermann

You can also keep up to date by accessing the minutes of the previous P&C meeting on the school website or reading the copy displayed at the parent room. We also have items in the Palmwoods Pages Newsletter.
A copy of our Expenditure Budget, our Income Budget, details on projects completed, and our Healthy Eating Policy are also available for viewing in our Parent Room.

WE LOOK FORWARD TO YOUR INVOLVEMENT IN THE CLASS PARENT SESSIONS (EVENING OR AFTERNOON)
Parents are invited to an afternoon or evening meeting to discuss classroom policy and procedures with the teacher on a day to be determined in February.

PAYMENTS and THE SCHOOL RESOURCE SCHEME SRS

Payment Policy
Payments for all excursions, camps and activities must be received at the office at least two (2) days prior to the event to allow for administration processes.
Payments will not be accepted after cut-off dates unless prior arrangements are made with the office.

Notes are issued to all students detailing relevant costs. Permission forms may also need to be signed and returned to the office.
Notification of events is via notes sent home, emailed notes, the Website, the newsletter and Facebook. It is the parent’s responsibility to ensure they are fully informed. The P&C endorse the payment policy.

Purpose of the Student Resource Scheme SRS
In accordance with the Education (General Provisions) Act 2006, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools, who are Australian citizens or permanent residents, or children of Australian citizens or permanent residents, is met by the state.
Parents/carers are directly responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, our School operates a Student Resource Scheme (SRS) that enables a parent/carer to enter into an agreement with the School that, for a specified annual participation fee, provides for the temporary use by the student, prescribed textbooks and/or other resources and/or the purchase of many consumables and materials for the student.
The scheme is not used to raise funds for any other purpose than to provide resources for your child. Participation fees are directly applied to fund the services delivered by the scheme. The scheme provides the entire package for the specified participation fee and is not available in parts unless specifically discussed and signed by the School Principal.
The Student Resource Scheme includes textbooks and/or educational resources that, in the absence of the scheme, would normally be purchased by the parent for the student to use at school. The scheme may also include printed material such as workbooks and worksheets, produced by the School in lieu of prescribed textbooks.

Benefits of the Scheme
- Students have the required resources for their education when they commence school.
- The benefits from the savings that the School can secure through bulk purchases and discounts are passed on to families.
- The scheme saves parents/carers time and money in sourcing appropriate textbooks, e-learning resources, Enrichment resources and other materials supplied under the scheme.

Student Resource Scheme (SRS) - Terms and Conditions
Participation in the scheme is voluntary. A parent/carer’s decision to participate is based on consideration of the value afforded by the scheme. If a parent chooses to participate in the scheme and completes the Participation Agreement Form, a fee will be due and payable.
On lodgment of the completed Participation Agreement Form with the School and payment of the participation fee in accordance with the agreed payment arrangement, the School will provide the items to the student for use. Payment of the participation fee by the parent is a requirement for continued participation in the scheme. An unpaid fee will be subject to the School's debt recovery processes.

A parent/carer who does not wish to join the scheme is responsible for providing the student with the items that would otherwise have been provided to the student by the scheme to enable them to engage with the curriculum. The student will also not be able to participate in our Enrichment Program (Years 3-6), Under 8s Day (Prep-Year 2) or our school Musical / Arts Alive (held alternate years). For more details contact the school office.

All items provided for temporary student use by the scheme remain the property of the School and shall be returned at the end of the education program or school year or when the student leaves the school, whichever is the earlier. Items provided for temporary student use shall be kept in good condition by the student. Where an issued item is lost or negligently damaged or not returned, the parent may be invoiced and required to pay the replacement cost of the item.

The Student Resource Scheme does not include:
- voluntary financial contributions to supplement the instruction, administration and facilities for the education of the student at school
- student internet access during class time
- resources funded by the state through grant funding to provide a core educational service
- optional school activities such as excursions, camps, performances, Enrichment, Yr 6 Shirt and Graduation.

Note: Before a student can be considered for participation in an optional school activity, as stated above, a parent is expected to have:
- fully paid all outstanding fees or be up-to-date with payment plans up to and including the term in which the school activity takes place or
- made regular on-going payments towards these fees, as previously arranged with the Finance Officer eg Centrepay payments
- been exempted by the Principal from paying all or part of these fees

A student, whose parent has joined the Student Resource Scheme but not paid the participation fee, will continue to be provided with instruction, administration and facilities for their education; however the student will not be considered to participate in optional school activities, camps, excursions, Yr 6 Shirt etc. Parents will be charged a pro rata participation fee for a student who enrols after the first week of school, calculated on a 40-week school year basis.

Parents experiencing financial hardship are encouraged to contact the school office as soon as possible to discuss payment or resourcing options, eg. Centrepay may be available to accommodate their circumstances. Onus of proof of being so affected is on the parent.

The SRS Scheme is endorsed by the P&C. School policy is that prior to any excursions, camps, Enrichment activities, School trips etc. all SRS payments should be finalised, or if on an agreed Payment Plan - payments are up to date. Exceptions will be by negotiation with the Office staff.

Refunds: The School will make a pro rata refund to the parent of a student who, having paid the SRS fee, completes a “Refund” form and leaves the School through the year. The pro rata refund is calculated on the fees paid, less the cost of consumed materials and the replacement cost of scheme items that are lost, negligently damaged or not returned. The School ‘Refund Policy” is available on our website www.palmwoodss.eq.edu.au

**EXTRA CURRICULAR ACTIVITIES** such as:
- School excursions/camps;
- Sporting events; eg, surf awareness
- Transport to sporting or cultural activities;
- Arts councils;
- Voices on The Coast:
- Swimming
- Palmwoods Excellence Program (PEP);
are invoiced separately.

Invoices/payment envelopes will be issued prior to each event. Invoices are to be paid by the due date and dropped off at the school office in the post box just inside the foyer.

The school offers Centrepay to parents experiencing financial hardship to make manageable payments throughout the year. Please contact the office for further information on this.

**Palmwoods Excellence Program (PEP)**

As an Independent Public School we are able to offer this program to provide students who meet the criteria the opportunity to reach their full potential in The Arts and Sport. To maintain the highest standards possible numbers are limited in these programs, so students will need to be selected to participate. For Dance and Drama students in Years 3-6 and expression of Interest form will need to be submitted and students will then undergo auditions.

**PLAYGROUP**

Playgroup is held every Thursday in the Kids Club Building at 9.30am. Interested parents can contact the school office for more information.
PREPARATORY YEAR

A Learning Centre which is part of the Palmwoods State School Campus. The Early Phase of Learning at Palmwoods State School is where your child will find new and exciting things to do and discover. Your child will find friends and share experiences in a warm, happy atmosphere.

At Palmwoods State School, we recognise the prior knowledge and experiences of early learners. Collaboratively, we create learning opportunities that acknowledge the potential of every child to achieve continuous improvement through a nurturing and safe, stimulating and inclusive environment.

<table>
<thead>
<tr>
<th>Early Learning areas</th>
<th>Specific focus within the early learning areas</th>
<th>Key Learning Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and personal learning</td>
<td>Social learning</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Personal learning</td>
<td>Geography</td>
</tr>
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<td></td>
<td></td>
<td>HPE</td>
</tr>
<tr>
<td>Health and physical learning</td>
<td>Making healthy choices</td>
<td></td>
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<tr>
<td></td>
<td>Gross-Motor</td>
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<tr>
<td></td>
<td>Fine-Motor</td>
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<tr>
<td>Language learning and</td>
<td>Oral language</td>
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</tr>
<tr>
<td>communication</td>
<td>Early literacy</td>
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<tr>
<td></td>
<td></td>
<td>English</td>
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<tr>
<td></td>
<td></td>
<td>LOTE</td>
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<tr>
<td>Early mathematical</td>
<td>Early numeracy</td>
<td></td>
</tr>
<tr>
<td>understandings</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>Active processes learning</td>
<td>Thinking</td>
<td></td>
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<tr>
<td></td>
<td>Investigating</td>
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<tr>
<td></td>
<td>Imagining and responding</td>
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<tr>
<td></td>
<td></td>
<td>Science</td>
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<tr>
<td></td>
<td></td>
<td>History</td>
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<td></td>
<td></td>
<td>Geography</td>
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<tr>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Arts</td>
</tr>
</tbody>
</table>

OUTSIDE SCHOOL CARE PROGRAM KIDS CLUB
Before and After School is available on the Palmwoods State School Campus 6:45am – 8:45am and 2.50pm – 6pm, five days a week. Children are escorted to and from the Prep & Yr 1. Exciting holiday programs are available for children of working parents. Phone 5478 9499 for further details. www.palmwoodskidsclub.com.au or palmwoodskidsclub.com.au

ROAD SAFETY
Reminders are provided in school on road safety but the home has a big role to play. Continued reminders of the need to obey safety rules, if given in the home and at school will avoid pain and suffering for someone. Another matter that must be stressed at home and at school is absolute refusal to get into cars with strangers. It is because of this potential risk that we discourage children waiting for long periods after school for parents. Please ensure your children are collected punctually or arrange for a friend to collect them. Please consider using Outside School Hours Care facilities. It is compulsory for all children who ride bicycles to wear a safety helmet.

RELIGIOUS INSTRUCTION
A ½ hour period per week is taken by visiting Ministers of Religion or appointed Religion Educators. Children will be taught Religious Instruction using a non-denominational program within their own year level if their parents have nominated them for this program.

RESOURCE CENTRE
The Resource Centre has the services of a Teacher Librarian and is open throughout the day, every day. Children are encouraged to use free time to browse and do research as well as borrow books. Children may borrow books, do research and play board games at lunchtime, when Library monitors and the Librarian are on duty. Cassettes are also housed in the library with other Audio Visual material. Children are shown educational films throughout the year and research skills are taught as part of the school curriculum.

There are also a range of great resources that would assist parents kept in the library. Borrowing time for school library books is strictly two weeks.

The Regional Mobile Library visits the school every second Tuesday and children are encouraged to avail themselves of this service. Borrowing cards are sent home and require a parent’s signature before borrowing can commence. Borrowing time for these books is also two weeks.

REPORTING TO PARENTS
Progress Reports are emailed on a Semester basis (mid year and end of year). For Semester 1 reports are issued during the last week of Term 2. Parent – Teacher Interviews will be held at the completion of Term 1. Interim reports are sent home at completion of integrated tasks. At the end of Semester 2 individual Parent/Teacher Interviews are held at the request of teachers or individual parents by appointment. Parents are invited to visit the school by appointment at other times to discuss matters of mutual interest with the Principal and /or class teachers. We have a common interest – THE CHILDREN.

RESPONSIBLE BEHAVIOUR PLAN (SEE POLICY SECTION)

SCHOOL FACILITIES
Palmwoods School has three sports ovals, school hall, one multipurpose court and a bitumen netball/basketball court. These are available for community use at weekends or after school. Inquiries should be directed to the Registrar during school hours. Library facilities are also available for research etc. by interested persons. Inquiries are welcome.
School buildings are not just for use by children and teachers and they need not only be used during school hours. Permission must be sought for any lawful group to conduct meetings at school when children are not in attendance. School grounds may be used for various activities after seeking permission for the Principal. Please contact us if you wish to make use of the School’s facilities.

**SCHOOL ATTENDANCE  (SEE POLICY SECTION)**

**SCHOOL COMMUNITY LIAISON OFFICER**

Our Community Liaison Officer is Bernie McInnes. The CLO’s role is to:

♦ Assist in the development of school and community links, and provision of information and support on education related issues for the facilitation of partnerships in decision making to enhance learning.

♦ Facilitate suitable consultative mechanisms and procedures to provide a non-threatening environment for effective two-way communications between the school and parents/carers and the school community. This falls into the areas of liaison activities to provide information to parents, the school and its community, and to act as a parent/carer representative; and community development activities to improve relations between the school and its community.

**SCHOOL LEADERS PROGRAM**

Students are formally elected to a leadership position as a School Captain, Vice School Captain, House Captain, Vice School Captain or as a member of the Student Council.

Each year the school elects 4 School Captains and 4 House Captains for each Sports House from the Year 6 class. Students in Years 4, 5 and 6 have the opportunity to vote for a class representative on the Student Council in Term 1. Each of these councillors will have a full year tenure of office. A new Student Councillor is elected at the being of Semester 2 to join the existing class Student Councillors.

**What is the Role of Student Councillors at Palmwoods State School?**

- To represent with **excellence**, Palmwoods State School in daily school endeavours.
- Conduct business relating to communication to and from other students.
- To represent the voice of other students at fortnightly meetings.
- Provide a willing workforce for the running of Student Activities.
- Fundraising to support Apurbo Mali – our school sponsored child in Bangladesh.
- Activating requests passed for approval at the Student Council Meetings.
- Assist the staff of the school in keeping the Values and Beliefs of our school alive and observable.
- Participation in the annual Country Fair as stall holders.

**JUNIOR AND SENIOR LEADERS PROGRAM**

The Program enables younger students to be formally recognised for a leadership role by modelling exemplary behaviour and work attitudes for other students to copy.

The Junior Leader Program caters for aspirants in Years 4 and 5 whilst the Senior Leader Program is available for students in Years 6. This is an ideal avenue for those students who nominated for other positions but missed out.

In both systems, students complete a nomination form which they give to their teacher who in turn endorses the application if they are satisfied that the student can consistently perform the role. Parents are also asked to sign the form to acknowledge the school’s endorsement.

At this stage, a formal interview is conducted with each applicant. If approved, the student is presented on parade with their respective badges which we expect will be worn with pride at all times.

Should an approved Leader display behaviour not befitting the position, the badge will be taken from them until such time that they can once again prove their commitment. It is not uncommon for teachers to retain nomination forms until students demonstrate that they are deserving of the status of Leader.

**SCHOOL TIMES**

- Children should arrive at school by 8.30am but preferably not before 8.15 am (Kids Club is available)
- School lessons begin at 8.40 am.
- First Break is between 10.50am and 11.30 am.
- Second Break is between 1.00pm and 1.40 pm.
- School is dismissed at 2.50pm.
- Assembly is held at 2:15pm every 2nd Tuesday in the hall.

Children arriving prior to 8.30am are required to sit under the F Block until either dismissed by a teacher or the first bell goes. Having entered the school grounds in the morning, the children are not allowed to leave the grounds until they depart at 2.50pm. Exceptions can only be made with the parent’s written consent or if a child is picked up personally by a parent or nominated person. Any child who leaves the school prior to 2.50pm must be signed out at the school office.

**SPORT**

Apart from normal school sport, we will be running some interhouse sports at lunchtimes this year. In addition, we are a member of the Nambour and District School Sports Association and have our Athletics Carnival in August each year and a Swimming Carnival in December. During the year children have the opportunity to trial for selection in various school sports – soccer, cricket, tennis, netball, softball, touch football, cross country, basketball, athletics, swimming and rugby league.
SPORTS HOUSES
On enrolment students are placed in one of three houses along with other family members: NICKLIN – Blue; BENDIXEN - Green; LANDSBOROUGH – Red. These House names originate from prominent local identities. Once placed the students continue in the same house until they leave the school.

SWIMMING
Swimming lessons are held during Term 4 for Prep to Year 3. Students are taught by accredited coaches who have Auswim Accreditation. Special notices will be sent home prior to the commencement of lessons outlining the timetables, costs, etc. Swimming is a component of the Phys. Ed School Curriculum and all students are expected to participate. Non-swimmers are required to pay an admission fee. Pool passes are valid for the activity. All students are required to wear a rash or T shirt and a bathing cap during the lessons.

TRANSFER OF PUPILS
Before children are transferred to another Primary School, it is necessary to obtain an Exit Form from the school office, and pay any outstanding fees. School music instruments, Library books and other school books issued must be returned; however personal books should be retained for use at the new school.

TUCKSHOP
Tuckshop is held every Wednesday, Thursday and Friday and operates for 1st and 2nd break. It is staffed by a Convenor and volunteers. The Convenor is always seeking volunteer helpers. Online ordering is available as well as the lunch bag system which operate for both 1st and 2nd break for Prep to Year 6. Parents are asked to supply ordinary brown paper bags clearly marked with your child’s name, year level, order and whether it’s for first or second break and the amount of money closed. Orders are to be handed in at the tuckshop before school. Our Tuckshop subscribes to flexischools where orders can be placed and paid for on-line. Please ask for more information if required. Tuckshop orders will be collected by class members and delivered to the classroom. The menu reflects ‘Smart Choice Policy’ where students are encouraged to eat healthy foods. (SEE POLICY SECTION)

UNIFORM (SEE POLICY SECTION)
The Uniform Consists of:-
Girls: Maroon checks tunic dress OR maroon or grey skirt.
Maroon culottes OR maroon unisex shorts AND school maroon insignia polo-shirt with collar.
Maroon sports brief OR maroon, black or grey bike pants may only be worn under skirts/shorts.
Boys: School insignia maroon polo-shirt with collar. Plain grey shorts.

Winter Uniform - School jumper or plain maroon jumper, maroon or grey tracksuit pants for both girls and boys. Students, may also wear, maroon, black or grey tights/leggings (only to be worn under skirts/shorts).

No Hat No Play: Broad brimmed hats must be worn for all outside play. Caps or visors are not permitted as they do not offer protection for the ears and neck. Hats are to be the school colour – Maroon

SHOES: Black runners are to be worn which protect and safely support active feet. No elevated heels, thongs, sandals or clogs.

SOCKS: Plain grey or white short socks.

HAIR is to be tied back (discourages head lice transmission) and NO extreme hairstyles-Dreadlocks, Beads, Mohawk, colours or razor cuts and anything else deemed unacceptable by the Principal/P&C. Hair bands may be worn if they are in the school colours of maroon, black or grey.

JEWELLERY is to be limited to a watch, small plain sleepers/studs no more than one to each ear at a time and a signet ring. No other adornments to be worn.

FINGERNAIL POLISH is not to be worn. If worn, student will be asked to remove it immediately.

BOARD SHORTS, FOOTBALL SHORTS, JEANS are not to be worn
A rash or a T-shirt is required for Swimming Lessons to protect the students from the sun’s UV rays.

In circumstances where the above uniform and/or standard of dress is not worn correctly, students will be required to change into available 2nd hand uniform to wear for the day.

In circumstances where the above uniform and/or standard of dress is not worn correctly, appropriate action will be taken by the principal, including parents or caregivers being contacted to ensure that the policy is adhered.

All uniform items are available on Friday Mornings between 8 & 9pm from the P&C room under admin.
Please mark all property so that it can be claimed readily.
VOLUNTEERS
At our school we value volunteers highly and recognise their importance in the quality of education of our children and the smooth running of the school.

The involvement of the volunteers in our school provides a range of experiences that may not otherwise be available, to members of our school community.

• We aim for Palmwoods State School to be:
  A place where people enjoy doing things that are important and valued with others who care and to whom care can be given

Why do we need volunteers at our School?
Volunteers can:
• through their willingness, assist in school activities and show other parents what can be achieved when partnerships are formed;
• provide a positive role model for learning;
• enrich all school programs;
• complement the contribution that all staff members make to the school;
• develop a team approach of staff and parents/carers working together;
• assist the school to meet the expectations of the community; and
• promote the school within the community.

As a part of Palmwoods State School's obligation and commitment to student protection, it is our policy that all volunteers attend an annual 'Volunteer Induction' before undertaking any school voluntary tasks. A personalised volunteer badge will be issued and the volunteer's name placed on an official volunteers' list on completion of this session. Volunteers on the official school list only may be invited to undertake voluntary tasks by the classroom teacher, program leader or administration staff. The notification of the Volunteer Induction will be sent out at the beginning of Term 1. The importance of confidentiality is emphasised at these workshops.

Before commencing any voluntary duties, all volunteers need to sign on in the Attendance Book located in School Office and wear their official volunteer's badge. This is necessary to have knowledge of your presence in the school grounds in the case of emergency.

The Commission for Children and Young People and Child Guardian requires all volunteers over 18 years of age working in specific child related duties to undergo a criminal history check. A Working with Children Check is a detailed assessment of a person's suitability to work with children based on the person's criminal history and is a commitment to protecting children from harm and promoting well-being. The Commission requires all volunteers working in specific child related employment to undergo a Blue Card check and on approval a Volunteer Blue Card will be issued. Although exemptions apply for volunteer parents of a child attending Palmwoods State School, there may be times when contact with students outside our school occurs. On such occasions, a Volunteer Blue Card would be required. Please note that it is mandatory for volunteers who are not parents of students at our school to apply for a card prior to volunteering. Grandparents are required to obtain a blue card if volunteering. The office staff can help with these applications.
## Responsible Behaviour Plan Prep-Yr3 Jan 28 2015

<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>Palmwoods State School Behaviour Expectations Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td><strong>L</strong></td>
</tr>
<tr>
<td>SAFETY</td>
<td>LEARNING</td>
</tr>
<tr>
<td>The right to feel safe emotionally and physically</td>
<td>The right to learn in a cooperative environment, free from disruption</td>
</tr>
<tr>
<td><em>I keep my hands, feet and objects to myself</em></td>
<td><em>I cooperate with my teachers and classmates</em></td>
</tr>
<tr>
<td><em>I follow adult directions</em></td>
<td><em>I stay on task to complete my work</em></td>
</tr>
<tr>
<td><em>I ask permission to leave the room</em></td>
<td><em>I allow others to learn</em></td>
</tr>
<tr>
<td><em>I only go into classrooms when a teacher is there</em></td>
<td><em>I ask for help when needed</em></td>
</tr>
<tr>
<td><em>I keep valuable items at home</em></td>
<td><em>I am ready to learn each day</em></td>
</tr>
<tr>
<td><em>I walk on all paths and walkways</em></td>
<td><em>I wear shoes and socks at all times</em></td>
</tr>
<tr>
<td><em>I report bullying or inappropriate behaviour</em></td>
<td><em>I follow the Bus Code of Conduct</em></td>
</tr>
<tr>
<td><em>I use equipment safely</em></td>
<td><em>I am in the right place at the right time</em></td>
</tr>
<tr>
<td><em>I follow the Bus Code of Conduct</em></td>
<td><em>I am a good listener</em></td>
</tr>
<tr>
<td><strong>All Settings</strong></td>
<td><em>I control my own behaviour</em></td>
</tr>
<tr>
<td>Classrooms</td>
<td>Eating Areas And Tuckshop</td>
</tr>
<tr>
<td>Excursions</td>
<td><em>I sit quietly while eating</em></td>
</tr>
<tr>
<td>Sport Camps</td>
<td><em>I eat/buy my own food</em></td>
</tr>
<tr>
<td><em>I use my own drink bottle</em></td>
<td><em>I sit my turn</em></td>
</tr>
<tr>
<td><em>I sit and eat my tuckshop in the covered area next to the tuckshop</em></td>
<td><em>I am sun safe and wear a broad brimmed hat</em></td>
</tr>
<tr>
<td>Play Areas</td>
<td>Transition Lining Up</td>
</tr>
<tr>
<td>Undercover Area</td>
<td><em>I am on and walk around benches</em></td>
</tr>
<tr>
<td>Computers and all Electronic Devices</td>
<td><em>I wait quietly</em></td>
</tr>
<tr>
<td><em>I sit under the building before school until 8.30 am</em></td>
<td><em>I sit under the building before school until 8.30 am</em></td>
</tr>
<tr>
<td><em>I remain seated at the front gate after school until collected</em></td>
<td><em>I stop playing on the FIRST bell</em></td>
</tr>
<tr>
<td><em>I walk my bike/scooter/skateboard inside the school grounds</em></td>
<td><em>I hand electronic devices in to the office each morning</em></td>
</tr>
<tr>
<td><em>I report cyberbullying or inappropriate messages or requests</em></td>
<td><em>I keep my password and personal information secure</em></td>
</tr>
<tr>
<td><em>I follow the school internet policy</em></td>
<td></td>
</tr>
</tbody>
</table>

Responsible Behaviour Plan Prep-Yr3 | Jan 28 2015
Circle which rule was broken?  

SAFETY  LEARNING  RESPECT

Write or draw what happened. Remember to focus on what you did.

Who was affected by my behaviour? How did they feel?

<table>
<thead>
<tr>
<th>Angry</th>
<th>Sad</th>
<th>Scared</th>
<th>Confused</th>
<th>Worried</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>😡</td>
<td>😞</td>
<td>😨</td>
<td>😕</td>
<td>😞</td>
<td>😊</td>
</tr>
</tbody>
</table>

What caused my behaviour? Why did I behave that way?

<table>
<thead>
<tr>
<th>Attention-seeking</th>
<th>Avoiding Failure</th>
<th>Angry</th>
<th>Control Seeking</th>
<th>Energetic</th>
<th>Bored</th>
<th>Uninformed</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎯</td>
<td>🎮</td>
<td>😡</td>
<td>🤖</td>
<td>🦸</td>
<td>😦</td>
<td>😮</td>
</tr>
</tbody>
</table>

What should I do now?

<table>
<thead>
<tr>
<th>Say sorry</th>
<th>Listen &amp; follow instructions</th>
<th>Stay calm</th>
<th>Tidy up mess</th>
<th>Keep hands &amp; feet to myself</th>
<th>Finish my work</th>
<th>Be respectful to others</th>
<th>Play nicely</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>🙋</td>
<td>🎤</td>
<td>⬛️</td>
<td>🛠️</td>
<td>🦵</td>
<td>🔏</td>
<td>🤯</td>
<td>🆕</td>
<td>🎨</td>
</tr>
</tbody>
</table>

If I have the same problem again I will:

<table>
<thead>
<tr>
<th>Walk away</th>
<th>Stay calm</th>
<th>Ask for help</th>
<th>Keep hands &amp; feet to myself</th>
<th>Stay focussed on my work</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚶</td>
<td>⏳</td>
<td>📞</td>
<td>🦵</td>
<td>🤯</td>
<td>🎨</td>
</tr>
</tbody>
</table>

Restorative Action: What will I do to make up for what I've done?

If I continue to make poor choices with my behaviour the likely consequence will be:

Student: _______________  Parent: _______________  Class Teacher: _______________  Principal / Deputy: ____________
Responsible Thinking Plan

Behaviour Progress Card

To support me in making positive behaviour choices I will need to discuss and reflect on my behaviour regularly with ________________.

My strategies for improving my behaviour are: (Behaviours from the Matrix)

1.
2.

<table>
<thead>
<tr>
<th>Date Started:</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal 1</td>
<td>Goal 2</td>
<td>Goal 1</td>
<td>Goal 2</td>
</tr>
<tr>
<td>Session 1</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
</tr>
<tr>
<td>Play Break 1</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
</tr>
<tr>
<td>Session 2</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
</tr>
<tr>
<td>Play Break 2</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
<td>😄😄😄😄</td>
</tr>
<tr>
<td>Session 3</td>
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<tr>
<td>Comments</td>
<td>😄😄😄😄</td>
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<td>😄😄😄😄</td>
</tr>
</tbody>
</table>

😊 = Successful - achieved goal with minimal or no support
😊😊 = Successful - achieved goal with support
😊😊😊 = Not successful - did not achieve goal set for behaviour

Incident Recorded on OneSchool

Date ____/____/_____
Teacher Signature ____________________

Monitoring Period Completed

Date ____/____/_____
Teacher Signature ____________________

(Student: ____________  Parent: ____________  Class Teacher: ____________  Principal / Deputy: ____________)

Palmwoods State School 2015
Reasons for Behaviour: (From Spencer Kagan et al "Win-Win Discipline")

Almost every disruptive behaviour springs from an attempt to meet needs associated with one of seven positions. Positions are the place a student is at. A student position is an interaction of attitudes, emotions, perceptions, cognitions, and physiology, which influences the behaviours a student chooses. It could also be a psychological state with associated needs, often unconscious, so students act out their needs without being able to verbalise them. A student position may also be a state which may be true of a student one moment but not another. Eg. A student may be angry after being hit by another student but an hour later is no longer angry.

Once we see disruptive behaviour as merely an attempt to meet the needs associated with a position, our job becomes clear. The student needs to learn non-disruptive ways to meet those needs.

**The Seven Positions**

<table>
<thead>
<tr>
<th>Position</th>
<th>Explanation</th>
<th>Basic Human Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention-Seeking</td>
<td>The attention-seeking student wants everyone to see (or hear) what he or she can do.</td>
<td>To feel cared about by others</td>
</tr>
<tr>
<td>Avoiding Failure</td>
<td>The student who is avoiding failure does not want everyone to see what he/she can't do (hiding failure).</td>
<td>To feel successful</td>
</tr>
<tr>
<td>Angry</td>
<td>The angry student wants to hit</td>
<td>To express displeasure</td>
</tr>
<tr>
<td>Control-Seeking</td>
<td>The control-seeking student wants to tell others what to do (and not be told what to do)</td>
<td>To feel able to influence people and events</td>
</tr>
<tr>
<td>Energetic</td>
<td>The energetic student has so much energy that he/she can't stop moving</td>
<td>To move, to touch, to be expressive</td>
</tr>
<tr>
<td>Bored</td>
<td>The bored student finds that nothing is stimulating and he/she disengages from classroom tasks</td>
<td>To be motivated, to have interesting stimuli</td>
</tr>
<tr>
<td>Uninformed</td>
<td>The uninformed student is surprised by rules of appropriate behaviour. He/she is simply unaware. (Really difficult to see at Palmwoods SS if all classrooms are teaching the Behaviour Matrix as required)</td>
<td>To know how to interact responsibly</td>
</tr>
</tbody>
</table>
Appendix 3

Responsible Thinking Plan Yr 4-6

Name:______________   Teacher:______________   Date:_______   Time:_______

Circle which rule was broken?

<table>
<thead>
<tr>
<th>Safety</th>
<th>Learning</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone has the right to</td>
<td>All students have the right to learn in a cooperative</td>
<td>Everyone has the right to be</td>
</tr>
<tr>
<td>feel safe emotionally and</td>
<td>environment, free from disruption</td>
<td>respected and treated with</td>
</tr>
<tr>
<td>physically</td>
<td></td>
<td>courtesy</td>
</tr>
</tbody>
</table>

Reasons for My Behaviour

Description of my Behaviour

Consequences of my Behaviour

Description of my Behaviour

Restorative Action (What will I do to make up for what I have done)

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Student__________________
Teacher__________________
Admin__________________
Parent__________________

Palmwoods State School 2015
To support me in making positive behaviour choices I will need to discuss and reflect on my behaviour regularly with ________________________________.

My strategies for improving my behaviour are:

1. 
2. 

<table>
<thead>
<tr>
<th>Date Started:</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal 1</td>
<td>Goal 2</td>
<td>Goal 1</td>
<td>Goal 2</td>
</tr>
<tr>
<td>Session 1</td>
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<td>😞😞😞😞😞</td>
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<tr>
<td>Play Break 1</td>
<td>😞😞😞😞😞</td>
<td>😞😞😞😞😞</td>
<td>😞😞😞😞😞</td>
<td>😞😞😞😞😞</td>
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<tr>
<td>Session 2</td>
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<td>😞😞😞😞😞</td>
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</tr>
<tr>
<td>Play Break 2</td>
<td>😞😞😞😞😞</td>
<td>😞😞😞😞😞</td>
<td>😞😞😞😞😞</td>
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<tr>
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<td>😞😞😞납납</td>
<td>😞납납납납납</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Student: _______________ Parent: _______________ Principal / Deputy: _______________
What is Bullying?

Year 3-6 Bullying? No Way!
A program was introduced in 2009 where all students in Years 3-6 participated in an education program called BULLYING No Way! The program consisted of the following discussions:

Bullying? No Way!
We want school to be a safe place for everyone.
That is why we have our school Code of Behaviour:

Your Rights at School
• We all have the right to learn in a safe and supportive school environment that values diversity — an environment free from bullying, harassment, discrimination and violence.

What is diversity?
• We all have the right to be treated with fairness and dignity
• We all have a responsibility to keep others safe and to treat them in the same way — with fairness, dignity and respect.

What does Bullying Mean to you?
Think Pair Share: How would you describe bullying? Share with one other student. Responses to share with class.

What is Bullying? Some Definitions
• Bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury inflicted by one or more students.
• Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.
• Bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury inflicted by one or more students.
• Bullying is ‘deliberately hurting other people with words or actions.’ It is usually repeated often over time. It is often difficult for the person being bullied to defend himself/herself against it.

The common types of bullying at school:
1. Physical Bullying – hitting, punching, pinching, tripping, spitting, kicking, pushing, scratching, damaging or taking others’ belongings
2. Verbal Bullying – name calling, making offensive remarks, insulting someone, put downs, homophobic or racist remarks, or verbal abuse.
3. Psychological Bullying – threatening others, stalking, gestures
4. Social Bullying – spreading rumours or nasty stories about someone, excluding someone from a group, ignoring someone, damaging someone’s social reputation and social acceptance
5. Cyber Bullying – insulting someone in chat rooms, sending cruel or threatening emails/text messages, using the internet to spread rumours or information about someone.

When are some of these things NOT BULLYING?

What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict
In mutual conflict situations, there is an argument or disagreement between but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

Social rejection or dislike
Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
Single-episode acts
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

How does bullying make you feel?
Imagine a bully is bullying another person (any of the above ways).
What feelings do you think could be felt by the person being bullied (brainstorm in groups of 3)?
What feelings do you think could be felt by the bully?

The Bullying Cycle
There are 3 groups of people in the Bullying Cycle – The bullies; the people they bully; and the onlookers who watch what is happening and do nothing.

Why does a person Bully?
They may set out to deliberately bully and feel pleasure in bullying. It may give them a sense of power. A person who bullies may not necessarily lack self-esteem or be insecure; many have average or above average self esteem. Their temperaments are more aggressive and they lack empathy.
- They may feel upset or angry or feel they don’t fit in.
- They want to seem tough and show off
- They may get bullied themselves by family members
- They’re scared of getting picked on so do it first
- If they don’t like themselves they may take it out on someone else
- They think they will become more popular

What should you do if you see someone being bullied or picked on?
- What do you think friends of a bully might be thinking when they see bullying happen?
- What do you think friends of a person being bullied might be thinking when they see bullying happen?
- Why do you think people stay friends with someone who bullies?
- How can you help someone who is being bullied?
- How can you help someone who is the bully?

Student Survey
Are you being bullied at school, on the bus, travelling to or from school?
- Student survey: have your say
- Say no to bullying

At the completion of the sessions students can complete a survey of incidents of bullying at school either involving themselves or others. They get to name bullying offenders in a confidential way (Only Deputy Principal and class teacher will see details). Any suggestions students have for dealing with bullying at school or any questions regarding bullying can be written on the back of the survey form.

No Blame Interviews
For those bullying offenders identified by students many times, a “No-Blame interview is held with Deputy Principal, the offending student and his/her parents. The aim is to acknowledge that the behaviours are happening and what can be done to eliminate the bullying behaviour.
CYBER BULLYING

Defining Cyber Bullying
Cyber bullying is a contemporary phenomenon that can have serious repercussions for school-aged young people.

Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Cyber bullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the bullying action is delivered via the written word or through images, the target can read or view (and therefore be affected by) the same action repeatedly over time.

Proactive Approach to Inform Students
Students will be taught about the impact of cyber bullying on potential victims, through targeted lessons on this subject, which outline the following:-

A. Increased Student Empathy
On-line communication can create the perception that the user is "invisible". Students will be taught that in this anonymous, on-line world, empathy is often reduced and the recognition of harm being done can easily be minimised or ignored. They need to be aware that language and communication changes once anonymity is assumed and this can increase the likelihood of bullying.

Supportive bystander involvement will be encouraged amongst peer groups. Peer support programs will be utilised with the aim of reducing the incidence of bullying as they are based on the premise that students are more likely to talk to other students before they speak with teachers or parents.

B. Digital Footprints
Students can assume that the use of digital technology provides not only anonymity but protection for those who misuse it. Students will be taught awareness of the cyber trails they can leave and that there is no guaranteed protection for those who induce harm via this medium, despite the use of delete buttons, pseudonyms, etc.

C. Legal Penalties
Students who engage in cyber bullying (Appendix 5) can assume that the internet is a lawless world which provides them with great freedom. Also, they can often attribute their actions to "joking around". Students need to be aware of the potentially serious legal ramifications of their behaviour. The serious misuse of telecommunication devices is considered a breach of the law in Australia and is a Federal offence. Section 474 of the Criminal Code Act 1995 states that it is an offence to use a telecommunications device to menace, harass or cause offence. Young people need to be aware that they could be charged with such an offence and may face legal penalties.

MOBILE PHONES AND ELECTRONIC DEVICES

Appropriate Use of Mobile Telephones and electronic devices by Students
The use of mobile phone, pagers, portable CD and Mp3 players, Personal Digital Assistants and similar electronic devices in class is disruptive to the learning environment of all students. Students wishing to use these devices in exceptional circumstances should negotiate arrangements with the Principal.

No liability will be accepted by the School in the event of the loss, theft and damage of any device.

- All electronic devices are to be turned off and left at the school office for the duration of the day.
- Failure to comply with this guideline may result in temporary confiscation.
- In-phone cameras may only be used with the permission of the Principal in exceptional circumstances.
- Appropriate disciplinary action will be taken against any student who
  (a) photographs or films other individuals without their consent
  (b) sends harassing or threatening messages
  (c) is caught using a mobile phone to cheat in exams or assessments.

This policy also applies to students during school excursions, camps and extra-curricular activities.