



CHILDERS
STATE SCHOOL

**PARENT
HANDBOOK
2025**

*All visitors to the school
must sign in at
the front office and
sign out on departure.*

WELCOME TO CHILDERS STATE SCHOOL

On behalf of all staff, I would like to welcome you to Childers State School. We are confident that your child will quickly settle into our school routines and enjoy being a student at this school. We are proud of our school and what it has to offer students, parents/carers and staff.

This booklet is designed to provide some information about our school. Please note that no booklet can provide all the information you may require and we welcome any of your queries. Further information is available on our website and Facebook page and regular emails and newsletter will help keep you up to date.

We look forward to working together towards your child's development.

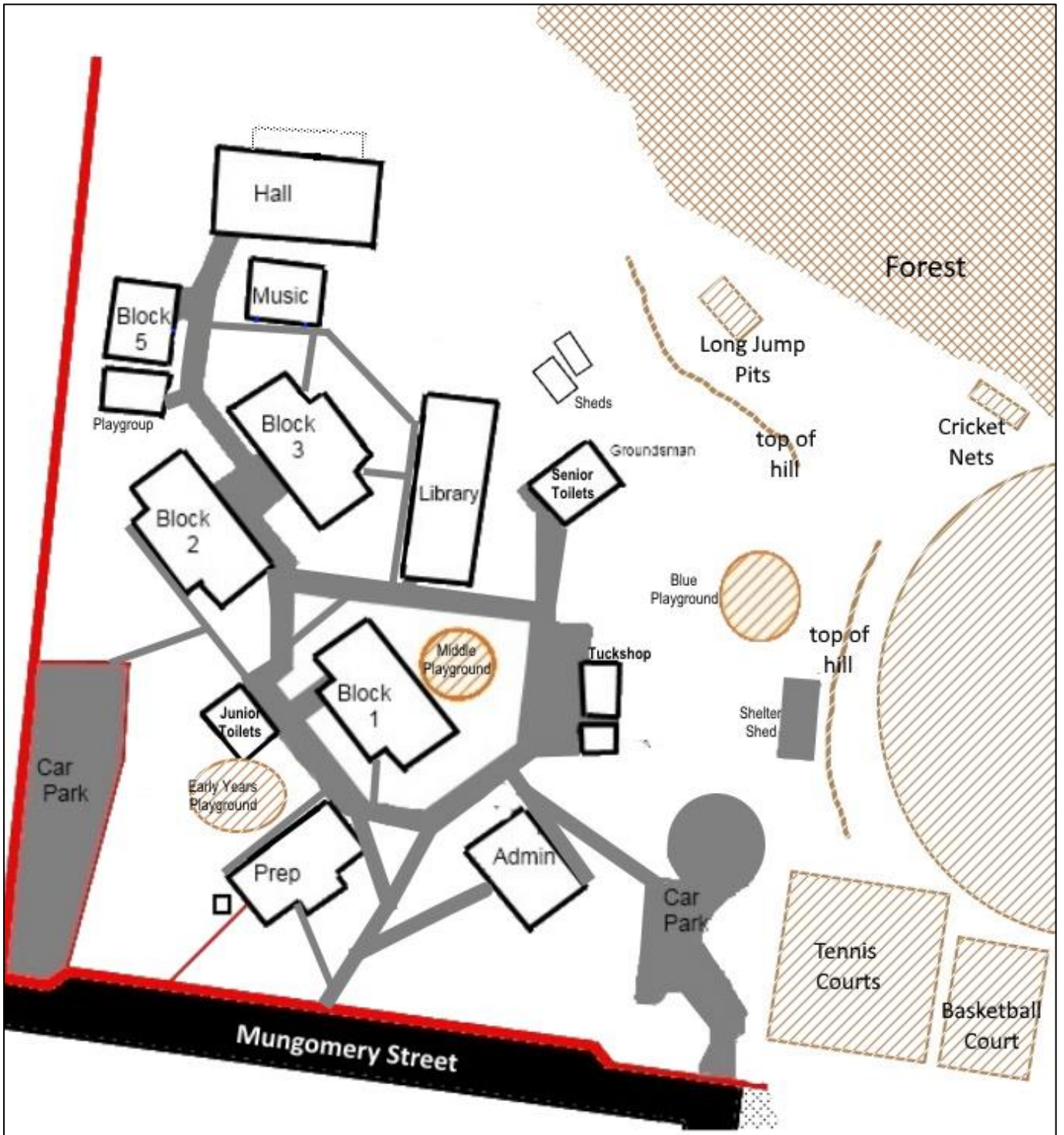
*Michelle Cubis
Principal*

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CORE VALUES



Childers State School Childers State School has three core values: CARE, REASON and ASPIRATION.

Care: Caring about people and property is a road that leads to community-building relationships where people are friendly, think and act kindly and work together to make each other's life safer, happier and better.

Reason: Reasoning is the super-fuel of intelligence that provides and powers a vehicle for thinking about what is happening, calmly considers possibilities and consequences and decides the best plan forward. Reason travels the road of caring so it heeds roads signs of direction and danger to ensure decisions and actions stay within the guidelines of community rules and expectations.

Aspiration: Aspiring to achieve future goals is a journey that starts with dreams of possibilities for tomorrow, then continues with courage and stamina to make the most of today's opportunities; following pathways of learning skills, knowledge and wisdom that reach forward a little further each day.

School Code of Conduct

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students; Be Safe, Be Respectful and Be a Learner.

Students

On the following pages are examples of what these PBL expectations look like for students across the school. All classrooms will have a set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Childers State School.



Behaviour Category	Definition	Non-examples	Minor Examples <i>Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option</i>	Major Example <i>Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff</i>
Abusive language	<i>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</i>	<ul style="list-style-type: none"> • One off low level swearing not directed at anyone • Accidental • Slip up • Locker room (friends) • Hurt themselves in pain 	<ul style="list-style-type: none"> • Low level name calling • Swearing/name calling directed at a teacher/student- low level handball swearing • Verbal abuse • Stereotype/slurs • Deliberate but not directed at a person • Occasional 	<ul style="list-style-type: none"> • Targeted direct, threatening not just necessarily just swearing. • High use of profanities directed at others to upset others/classroom. • Repeated verbal abuse • Malicious • Racial slur • F.C.
Academic misconduct	<i>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</i>	<ul style="list-style-type: none"> • Catching up with other students work 	<ul style="list-style-type: none"> • Copying • Cheating • Talking during assessment • Cut and paste 	<ul style="list-style-type: none"> • Obtaining answers • Sharing passwords • No remorse • Not willing to resit
Bomb Threat/False Alarm	<i>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</i>		<ul style="list-style-type: none"> • Non-specific threat • Student doesn't really understand 	<ul style="list-style-type: none"> • Specific threat with details. • Written/verbal with intent • Has to be treated as major
Bullying	<i>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</i>	<ul style="list-style-type: none"> • I don't want to play with you/ I'm not your friend. (1 time) • Argument/disagreement 	<ul style="list-style-type: none"> • Ongoing social exclusion of a particular child. May start as a minor but escalate to major • Misunderstanding over a shorter period 	<ul style="list-style-type: none"> • Targeted direct ongoing. • Ongoing, repeated harassment-targeted becomes bullying • Power imbalance • Could be physical or mental • Ongoing, non-stop, targeted. • Consistent
Defiance	<i>Student refuses to follow directions given by school staff.</i>	<ul style="list-style-type: none"> • Not understanding instruction • Not familiar with routines • Misheard, didn't hear. • 	<ul style="list-style-type: none"> • Requires a repeated direction • Repeated/redirected. • Minor but if consistent major 	<ul style="list-style-type: none"> • Refuses after repeated directions • Not following reasonable requests. • Back talk. • If becomes physical/destructive

Behaviour Category	Definition	Non-examples	Minor Examples <i>Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option</i>	Major Example <i>Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff</i>
Disrespect	<i>Student intentionally delivers socially rude or dismissive messages to adults or students.</i>	<ul style="list-style-type: none"> • Forgetting to use manners • Unaware of situation (forgot not at home) 	<ul style="list-style-type: none"> • Pulling faces • Ignoring with intent • Shrugging • More general with comments (who is it directed at) • Not following expectations • Not aware of impact • Able to be redirected 	<ul style="list-style-type: none"> • Continual arguing/back chatting • Hand gestures • Property abuse • Targeted • Specific • Deliberate • Can't redirect
Disruption	<i>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.</i>	<ul style="list-style-type: none"> • Calling out in excitement 	<ul style="list-style-type: none"> • One session- unusual • Calling out • Making noises • Tapping • Loud conversations • • 	<ul style="list-style-type: none"> • Constant and repeated behaviours. • Yelling to disrupt • Walking around classroom • Targeted increased disruption • Repeated • Looking for a big reaction • Premeditated •
Dress code	<i>Student wears clothing that is not within the dress code guidelines defined by the school.</i>	<ul style="list-style-type: none"> • Note from home • Injured • Economically not capable 	<ul style="list-style-type: none"> • Non-school uniform • Non-compliant Jewellery repeated • Nail polish • Hair down • Non-school colours 	<ul style="list-style-type: none"> • Offensive language • Revealing clothing • Inappropriate slogans • Visually inappropriate
Fighting	<i>Student is involved in mutual participation in an incident involving physical violence.</i>	<ul style="list-style-type: none"> • In a game- no ill intent 	<ul style="list-style-type: none"> • Standing up for yourself 	<ul style="list-style-type: none"> • Fighting • Punching • Kicking • Premeditated • If intended to hurt
Harassment	<i>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</i>	<ul style="list-style-type: none"> • I don't want to play with you 	<ul style="list-style-type: none"> • Making fun of another child • Singling out a child for something they have no control over • Argument but limited 	<ul style="list-style-type: none"> • Ongoing, repeated harassment-targeted • Premeditated • Consistent • Intended to hurt

Behaviour Category	Definition	Non-examples	Minor Examples <i>Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option</i>	Major Example <i>Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff</i>
Other - charge-related suspension	<i>Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</i>			
Physical aggression	<i>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</i>	<ul style="list-style-type: none"> • Excited in sport • Accidental 	<ul style="list-style-type: none"> • Shoving • Not mindful of hands & interactions • Intent • Roughhousing • Poking • hugging 	<ul style="list-style-type: none"> • Throw things at others • Push • Kick • Lashing out • Inappropriate contact • Head slapping • Groin touches • Causes harm • Potential for harm • Tripping • Tackling • Choking
Falsifying documents	<i>Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.</i>	<ul style="list-style-type: none"> • Logging in for someone else 	<ul style="list-style-type: none"> • Not so much in primary 	<ul style="list-style-type: none"> • Falsifying • Forging • Major- can harm
Property misuse causing risk to others	<i>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</i>		<ul style="list-style-type: none"> • Tinkering • Disassembling • Carving on equipment 	<ul style="list-style-type: none"> • Active destruction • Throwing large/small item repeatedly •
Property damage	<i>Student participates in an activity that results in destruction, damage or disfigurement of property.</i>	<ul style="list-style-type: none"> • Unintended damage to school property • Accidental • Not aware 	<ul style="list-style-type: none"> • Unthinkingly in book • Own property 	<ul style="list-style-type: none"> • School property Deliberate damage • Offensive • Carving on equipment • Other's property
Refusal to participate in the educational program of the school	<i>Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</i>			

Behaviour Category	Definition	Non-examples	Minor Examples <i>Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option</i>	Major Example <i>Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff</i>
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.			<ul style="list-style-type: none"> Major
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			<ul style="list-style-type: none"> Major
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.			<ul style="list-style-type: none"> Hacking Stealing Taking pictures/video of staff or students
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> No idea how possession got there. 	<ul style="list-style-type: none"> Low value of item Not often 	<ul style="list-style-type: none"> High value Consistent
Truancy from class	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).			
Truancy from school	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).			
Use/ possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.			

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter, emails and school texts as well as SMS as the primary means of notifying parents about school news, excursions or events.
You approach the principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will value every child and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

ENROLMENTS

Primary school consists of Prep to Year 6. Prep is the first year of schooling in Queensland. It is a full-time, school-based program and has a defined curriculum. From 2017, it is compulsory for all Queensland children to undertake Prep prior to commencing Year 1.

The only exceptions to compulsory participation in Prep are where:

- a child has undertaken education in another jurisdiction that is equivalent to Prep;
- a child was registered for home education in the year prior to enrolment in a state or non-state school; or
- the principal is satisfied the child is ready to be enrolled in Year 1, taking into account the child's attributes.

To enrol in Prep, children must be aged five years by 30 June in the year of proposed attendance. You can enrol your child in Prep by contacting the school directly, and you must provide documented proof of your child's date of birth (e.g. birth certificate, passport or visa). Early or delayed entry to Prep are options which may be considered in specific circumstances and where it is in a child's best educational interest. These options should be discussed with the principal.

Admissions

All admissions of new students are made at the office by the administration staff. Interviews with the Principal are a part of the enrolment process. At the end of each year, all children are allocated to classes ready for the start of the next school year.

Custody Issues

In all cases where a parent claims "sole custody" a **current** Family Court Order must be presented. A further copy must be presented with each "update" of the order. Please be aware, that where family break-ups occur, a **custody order must** be presented to the school by the custodial parent at the time of enrolment or **when the split occurs**. Otherwise – if the other parent turns up – we are obliged to release the children to them (we try to notify the enrolling parent).

All parents – custodial and non-custodial – are entitled, under Family Law, to be issued with School Reports unless the Family Court Order specifically prohibits it. If a non-custodial parent makes such a request of the school, the school – after getting proof of identity – will release the information to that parent.

English as a Second Language

Specialist teachers of English as a Second Language (ESL) may be available for students who are learning English as a second or additional language. Students needing this additional help include recently arrived immigrants or refugees, or students who were born in Australia but speak a language other than English at home, including Indigenous students.

In state primary schools, school-based or visiting ESL teachers work with classroom teachers to assist non-English-speaking students with their transition to a new language and culture. Secondary students in most areas enrol directly into their local high schools and are supported by visiting ESL teachers.

If your child needs English language learning support, talk to the principal at your local school about what they can offer or which school's program may be best for your child's particular English language learning needs.

Indigenous Students

The department of Education is strongly committed to improving education outcomes for First Nation Australians with a focus on Equity and Excellence. This commitment includes working in partnership with Indigenous communities to develop education opportunities.

School Records

Records are maintained on every child attending the school. Should you have a change of address, telephone number etc, it is essential that you advise the office immediately so that our records might be kept up to date, particularly so that we can contact parents if illness or accidents occur. It is very important that each family provides us with a current emergency contact phone number. This can be a friend or relative of the family and is used in emergencies when we cannot reach you by normal means.

On departing the school, children should arrange to collect all their own personal property including pads, activity books, project books and school requisites (rulers, erasers, pens, geometric sets etc). All school property such as textbooks and library books must be returned to the school. Children should look through the lost property box before their departure from the school.

Students with Disabilities

Childers State School promotes inclusive access and participation in quality educational outcomes for students with disabilities in primary, secondary, special schools, and early childhood development programs.

Specialised services for students with disabilities provide educational support for needs arising from autistic spectrum disorder, hearing impairment, speech-language impairment, vision impairment or a combination of these. In addition to this, early childhood developmental services are provided for students from birth to Prep age.

Visiting professionals are available to support students with disabilities. They may include:

- specialist support and advisory visiting teachers
- guidance officers
- counsellors
- occupational therapists
- physiotherapists
- speech-language pathologists
- registered nurses.

Many of these professionals visit students with disabilities at schools to assess their educational needs and assist teachers in developing programs. Others are based at schools full-time. Specialist support can be accessed through schools or district offices in accordance with current departmental policy. For more information visit:
www.education.qld.gov.au/studentservices

Transition to High School

On completion of Year 6 all students are expected to transfer to high school. To assist with the transition to high school, an Annual Parents' Night for prospective Year 7 students is held at the local high school. At this night, high school life is explained and any parent's questions are answered. A prospectus detailing uniforms, courses and allowances to assist parents in meeting the cost of secondary education, will be issued. Also, towards the end of the year, our Year 6 students visit the high school for an orientation program. Over two days, the children get a taste of high school life as they orient themselves to their new surroundings and work through a high school timetable. This is a great introduction to high school life for the following year. Year 6 teachers assist the high school in the running of the program. For further information, contact Isis District State High School on **4192 1222**.

CURRICULUM

THE AUSTRALIAN CURRICULUM

An overview for parents



My child and the Australian Curriculum

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.



What are the learning areas of the Australian Curriculum?

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- ▶ English
- ▶ Mathematics
- ▶ Science
- ▶ Health and Physical Education (HPE)
- ▶ Humanities and Social Sciences (HASS)
- ▶ The Arts
- ▶ Technologies
- ▶ Languages

From Foundation to Year 10

In the early years, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the primary years, they focus more on the knowledge, understanding and skills of all eight learning areas.



In secondary schooling, students are taught by specialist teachers. Towards Year 10, the curriculum is designed so students develop skills for civic, social and economic participation. Students also have opportunities to make choices about their learning and to specialise in areas of interest.

The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options.



How is the Australian Curriculum organised?

There are three dimensions in the Australian Curriculum:

- learning areas
- general capabilities
- cross-curriculum priorities.










1 Learning areas

The Australian Curriculum is organised into learning areas and subjects. Some learning areas bring a number of subjects together: Humanities and Social Sciences includes History, Geography, Civics and Citizenship, and Economics and Business; The Arts includes Dance, Drama, Media Arts, Music and Visual Arts; Technologies includes Design and Technologies and Digital Technologies. There is also a choice of 15 Languages.

Learning areas contain content descriptions that detail knowledge, understanding and skills to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of teaching and learning in the classroom.

2 General capabilities

General capabilities are included in the content of the learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. The Australian Curriculum has seven general capabilities:

- | | |
|--|--|
|  Literacy |  Critical and Creative Thinking |
|  Numeracy |  Personal and Social Capability |
|  Digital Literacy |  Ethical Understanding |
| |  Intercultural Understanding |

3 Cross-curriculum priorities

In a similar way, there are three priorities critical to Australia's future:

-  Aboriginal and Torres Strait Islanders Histories and Cultures
-  Asia and Australia's Engagement with Asia
-  Sustainability

They build across the curriculum and allow students to connect the content of learning areas.

Preparing students for 21st century living

Can schools use the Australian Curriculum to support my child's needs?

Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning.

The [Australian Curriculum website](#) gives advice on using the curriculum to meet the needs of students with disability; gifted and talented students; and students for whom English is an additional language or dialect.

Talk to your child's teacher for more information.



Do all states and territories teach the Australian Curriculum?

The Australian Curriculum has been agreed to, and is in the process of, being implemented in all states and territories. Some states or territories may make adjustments to the Australian Curriculum before their schools use it.

Talk to your school for more information.



Where can I find more information?

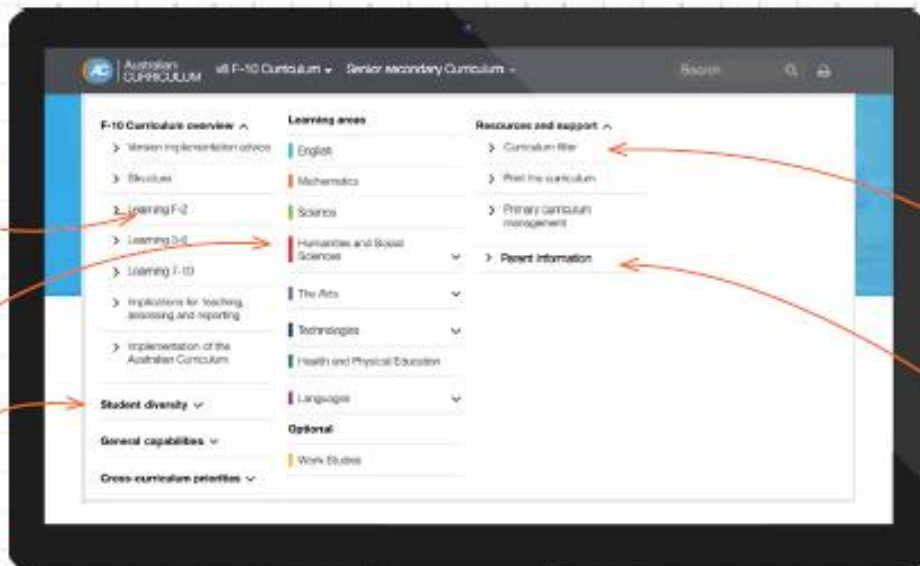
Find more information about the Australian Curriculum on the 'Parents' page of the [Australian Curriculum website](#), where you can:

- ▶ [download fact sheets and brochures](#), which give more detailed information about the Australian Curriculum in the first year of school (Foundation), Years 1–2, Years 3–4, Years 5–6, Years 7–8, Years 9–10
- ▶ [find answers to frequently asked questions](#)



- ▶ see links that help you find information about:
 - [samples of student work](#)
 - [student diversity](#)
 - [learning areas or subjects](#)
 - [general capabilities](#)
 - [cross-curriculum priorities](#)
 - [the National Assessment Program – Literacy and Numeracy \(NAPLAN\)](#) and its relationship to the Australian Curriculum
 - [implementation of the Australian Curriculum in states in territories.](#)

Valuable information for teachers & parents



Learning across the curriculum

Download curriculum for learning areas

Personalise learning for all students

Filter by subjects strands & year levels

Fact sheets for all year levels

GENERAL INFORMATION

Arrival / Departure

It is expected that all children should arrive at school by 8.40 am, (late bus children excepted,) so that all necessary preparations can be made for the day's work. Students arriving late to school must report to the administration office for a late slip and to be marked present on the roll.

All students will sit in the tuckshop undercover area from arrival until released by a staff member after the 8.40 bell. Children should not enter any classroom unless a staff member is present. All children who leave school early must be signed out by an adult. The book for signing out is located in the office

It is also expected that all children depart from the school grounds immediately that they are dismissed and proceed directly home, unless they are waiting for a school bus. Children should not be on the school play equipment before or after school.

There are 3 gates into the school grounds – the “top gate” which is on the higher (uphill) end of the school near the crossing that is supervised; the “middle gate” which is where buses drop off and collect students; and the “bottom gate” at the lower (downhill) end of the school near the council carpark. Students can enter through the middle or bottom gates in the mornings. In the afternoon, the middle gate is reserved for bus students, while the top and bottom gates can be used by all others.

*Children are not to be at school before **8.15am** nor after **3.00pm** unless a specific practice has been organised under the direction of a teacher, or arrangements have been made with the principal. Should such special arrangements not be made, the school will bear absolutely no responsibility for the supervision of your child. Before and after school care is available on site and parents are encouraged to use this service if children need to be dropped off before 8.15am.*

Assessment and Reporting

Evaluation of children at the school is an ongoing process. Teachers keep comprehensive records of your child's progress, and this combined with end of term/semester and unit testing form the basis of the school evaluation program.

a. Report Cards

School reports will be issued to parents via email at the end of each semester.

b. Parent/Teacher Interviews

Parents are encouraged to keep in regular contact with teachers re your child's progress. If at any stage of the year you are concerned about your child's progress, please arrange an interview with either the class teachers and/or the principal. Parent/teacher “get to know you” interviews for the whole school, are scheduled for Term 1. Parents will be advised of these via the school newsletter. Parents are also welcome to arrange interviews after receipt of your child's report card. In some circumstances, interviews may be requested by the class teacher or Principal. We welcome the opportunity to discuss your child's progress with you at any time, but would appreciate, due to teachers' commitments to their classes, the arranging of an appointment through the office at a mutually acceptable time.

Attendance

Children are required to attend school regularly (it is a legal requirement - and is one of the benchmarks for the intervention of Family Services on issues of neglect) - and it is essential that they do so in order to succeed. As each and every day is important, children should not be absent without a valid excuse. In the event of an unexplained absence, the school will send an SMS message on the morning of the absence requesting you contact the school and supply a valid excuse. An acceptable alternative - for **short absences** is to telephone the school on 4192 1333, follow the prompts and leave a message.

Education Queensland requires that all unexplained absences must be entered on the state-wide Education Queensland system and that "please explain" letters be sent to parents.

Book Club

Brochures for Scholastic Book Club are sent home twice each term with families having the opportunity to purchase books of their choice.

Book Fair

A book fair is held at the end of each year where students and families are able to view and purchase books of their choice. Proceeds of this go to the school library.

Book Lists

Students will be provided with booklists at the end of each school year for the following year or upon enrolment.

One of the aims of our school is to help children develop a sense of pride. We believe this is reflected in the children's belongings. For this reason, we encourage children to have all their books neatly covered and clearly labelled, stating name, year level and subject area. Clear labelling of all classroom requisites is required. Graffiti on any belongings is not allowed.

Bicycles

Students place bicycles in the bike racks provided inside the grounds near the bottom gate (council carpark end). The bike racks are out of bounds to all children during school time. Children under the age of 10 should not ride to school, unless accompanied by an adult.



Queensland law requires that cyclists protect their heads by wearing properly fitted safety helmets. Scooters and roller blades are not encouraged at school. If they do appear at school then they must be kept in the office for the day and collected at the end of the day.

Bikes, scooters and roller blades are not to be ridden in the school grounds unless it is for an organised activity such as mountain biking or the bike-a-thon. Scooters must be locked away in the storage area near the sports shed during school hours.

Birthdays

Birthdays are special occasions which are fun to celebrate at school with friends. You may like to send along some cupcakes when it is your child's birthday or organise a "Birthday Bucket" from the P&C. (Your child receives a card and balloon, plus enough icy poles for the whole class). Please contact the office for class numbers to ensure all children are included in class celebrations.

Birthdays are also acknowledged on parade with the school singing Happy Birthday and the birthday children receiving a token for a Zooper Dooper. Please advise the office if you do not want this whole school celebration for your child.

Buses

Children whose homes are over 3.2km from the nearest school are eligible for free school transport. Two companies provide bus services for our students – depending on the route. Please contact the school or Queensland Transport on 13 12 80 for information on school buses.



Students travelling home on buses are marked on rolls and supervised to board their bus. As soon as children are dismissed from class, they are to assemble under the tuckshop covered area in their bus lines. Bus captains assist staff in marking rolls to ensure that all children get on the bus and behave on the bus lines and in the buses. Under the supervision of the staff on duty, the children will move out to their relevant buses. We have to get up to 200 students onto 10 buses – at staggered periods – as they shuttle between three schools within 15 minutes.

Once a bus is gone and a child misses it, it cannot be called back and parents will need to make alternative arrangements to collect their child. The urgency of staying in bus lines is enforced to all students by the routine that applies to this time of day.

For safety reasons, and the good name of the school, it is essential that children behave on buses. Your assistance is required in this regard. The privilege of 'bus transport' may be withdrawn from children whose behaviour on the vehicles is not of an acceptable standard. Children may not leave the bus except at their normal stop unless written permission is given by the parent or guardian.

Discipline and Bus Rules for Students in Buses

These have been set down by the Queensland Transport Association: -

- a. Respect other people and property.
- b. Wait for the bus in an orderly manner.
- c. Whilst on the bus, conduct yourself in an orderly manner.
- d. Use designated stops.
- e. When alighting from the bus, do so in an orderly manner.
- f. In case of an emergency or a breakdown, follow the directions of drivers.

The School Transport Code of Conduct was introduced outlining the procedures for **suspending** students from School Transport for an increasing length of time depending either on the severity of the offence or the number of repeated offences. (This means the parents have to transport their children to school).

Conveyance Allowance

Parents who have to transport children over 3.2km to a School Transport Service or to the nearest school where no school transport service is available are eligible for a conveyance allowance. Application forms are available from the Department of Transport and Main Roads website.

If your child is to travel to/from school by bus, please contact the appropriate bus company below to confirm the bus run and arrange pick up locations.

Bus Run Contact	Phone Number	Bus Route Number	Bus Route
Coast & Country Buses	1300 428 737	P1115	Apple Tree Creek
		P20	Lynwood/Cordalba
		S438	Booyal
		P415	North Isis Bus/Horton
		S473	Big Biggenden (After 7008 Isis Highway)
		1809	Berries Road (Up to 7007 Isis Highway)
G & D Ross	4129 7132	P168	Goodwood (Goodwood School to Woodgate)
		1700	Woodgate (Route to Woodgate including estates along Goodwood Road; high schoolers beyond Goodwood SS)
		P1417	Buxton/Isis Junction/South Isis

2025 Calendar

Term 1	Tuesday 28 January – Friday 4 April
Easter School Vacation	Saturday 5 March – Monday 21 April
Term 2	Tuesday 22 April – Friday 27 June
Winter Vacation	Saturday 28 June – Sunday 13 July
Term 3	Monday 14 July – Friday 19 September
Pupil Free Day	Friday 5 September
Spring Vacation	Saturday 20 September – Monday 6 October
Term 4	Tuesday 7 October – Friday 12 December
Summer Vacation Commences	Saturday 13 December

Car Transport

Parking is available in the council car park at the bottom end of Lord Street and on the roadside around the top end of Mungomery Street and in North Street. A school crossing supervisor is on duty at the crossing near the top gate from 8.15–8.45am and 2.40–3.10pm each day.



Could parents please note the bus loading area in front of the school and keep this area clear of vehicles. This avoids the need for children to walk between school buses and helps prevent dangerous situations. There is also a 2-minute parking “drop and go” zones on the school side at the top end of Mungomery Street. Please do not use the staff car parks unless there is a formal arrangement with the principal.

Changes to Information

Please keep the school updated of any changes to your details, such as address, phone number, work contacts, and emergency contacts.

Please ensure medical information (especially allergies) is regularly kept up to date.

We ask that the school is notified if a different person (other than parents/carers) is to collect your child from school. We may need to sight some form of identification (ie. licence) if a person unknown to staff collects a student.



Computers

Each teaching area from Prep to Year 2 has access to computers. Use of computer programs is integrated into all areas of the curriculum. Students in Years 3 to 6 have a laptop allocated to them on a one-to-one basis. Students are responsible for these laptops and may be liable for damages if they are not cared for responsibly. Students may be expected to sign an agreement for appropriate computer use before being issued a computer.

Dental Treatment

This is available free to any child. When a visit from the Mobile Dental Clinic is imminent, parents will be advised and forms from the clinic will be sent home to determine your wishes in this regard.

The contact phone number for the service is 4150 2243.

Dogs

Dogs are not to be brought into the school grounds at any time, except for certified assistance or guide dogs.

Emergencies

Accidents and other emergency situations do unfortunately occur at school. **All parents are requested to advise the office of any changes to their personal and emergency contacts information.** In the event of an emergency, it is essential that there are no delays, due to outdated information, in implementing procedures.



Minor accidents are treated at school. Where professional treatment is required, parents are contacted where possible. Where contact cannot be made, or if the first aid officer deems it necessary, the Ambulance will be called and the child will be transported to a doctor or the hospital (as nominated in the Emergency section of our school enrolment form).

Evacuations/Lockdown

Procedures for emergency evacuations and/or lockdowns are practiced at least once a semester. Staff ensure that students are aware of classroom/playground procedures in the event of a fire or lockdown.

Guidance and Counselling Services

Guidance and counselling services are provided directly to students and their families and are available at all Queensland state schools or education programs.

Guidance and counselling services focus on assisting students to achieve to their potential in the most appropriate educational setting. Guidance officers identify factors that can be barriers to learning and development, and plan or assist in planning interventions or programs that can help students achieve positive outcomes.

Guidance officers may work directly with the student or with the student's teachers, support personnel, family, other specialists, or professionals from other agencies depending on the issues to be resolved and the age of the student. Depending on their age, students may be supported by guidance officers or counsellors through a range of issues including personal and social development, diverse learning styles and needs, and educational and career pathways.

Guidance officers, while respecting student privacy and confidentiality, work as members of a support team and are committed to providing quality education services for every young Queenslander regardless of their circumstances.

The wellbeing professional supports students with mild to moderate mental health concerns, who are not being supported through out of school services.

Excursions

On occasions, groups of students participate in educational or sporting excursions or camps away from the school. On each occasion, individual information sheets and consent forms will be forwarded home to be completed by parents. **No child will be permitted to participate without written parental consent.** Special arrangements can be made with the principal to pay off excursion fees on a time payment basis should families be experiencing financial difficulties.

Functions

From time-to-time parents will be invited by the school to special social, sporting or educational activities. Your patronage would be much appreciated on these occasions. There is a very positive effect on a child's education by them seeing their parents are interested in what goes on at school.

Head Lice

From time-to-time infestations of head lice will occur; this does not mean your child has "dirty" hair – in fact head lice prefer clean hair. If headlice are detected in a class, a note will be sent home to advise all families to check their children. If you discover your child has head lice, please advise the school so others may be made aware of the problem (individual children will not be identified). Children may return to school following an effective treatment that kills and/or removes both the lice and the eggs (nits) from the hair.

Health

Children with infectious diseases must not attend school for certain specified times as per Health Department Regulations. A 'Time Out' poster can be downloaded from http://www.health.qld.gov.au/ph/documents/cbd/timeout_poster.pdf



In the case of minor ailments parents may use their own judgement about the child attending. Children who become sick at school need to be collected by a parent or a parent nominated person.

Homework

Homework is generally used to provide follow up/review of work that has been covered in class. Children should have a good understanding of this work and therefore should not have difficulty with their homework. Should your child experience difficulties in any aspect of homework, please contact their teacher.

Homework could include the following elements (depending on the child's year level):

- i. Nightly reading. We encourage all children to read for at least ten minutes per night. Parent participation in this nightly activity is highly appreciated.
- ii. Learning of spelling, number facts, etc. set by classroom teachers. It is important that children learn these using the processes explained by the teachers.
- iii. Written work from any curriculum area. This could include project work.
- iv. Gathering of materials for school e.g. collecting pictures.

We believe it to be very important for parents to help develop effective study habits in children. Setting aside particular time and location for children to do homework is helpful. Similarly, discussing your child's work will also produce positive results.

In the Prep Year, students will only have home reading.

Homework in Years 1, 2 and 3 could be up to, but generally not more than, one hour per week.

Homework in Years 4 and 5 could be up to, but generally not more than, two to three hours per week.

Homework in Year 6 could be up to, but generally not more than, three to four hours per week.

Houses

Students are placed in one of three houses for sport and other activities. The houses are Waratah (red), Wattle (yellow) and Wistaria (purple/blue). Students from one family are placed in the same house.

Instrumental Music

Childers has a proud tradition of excellence in music, including a string orchestra and band who play at particular functions throughout the year. Each week our instrumental music teachers visit the school and give instruction in woodwind, brass, string and percussion instruments. The program is available to children in Year 3 and above for strings, and Year 4 and above for woodwind, brass and percussion, providing they possess the necessary attitudes and aptitudes. New children going into the program are tested towards the end of the school year.



Details about instruments are available from the school. Please do not purchase instruments without reference to the instrumental music teacher.

Internet Use

Whilst at school, all students access and use the internet under supervision. Students are expected to follow the school code of conduct while using the internet. Students who breach this process may lose their right to use this resource.

Parents are required to sign a permission form for students to use websites which may store student information. This is part of the enrolment process.

Leaving the School Grounds

Children cannot leave the school grounds unless arrangements have been made by parents with the school. It is an expectation that students will **rarely** have cause to leave the school grounds, but if they do, they must be accompanied by an adult.



If you know that your child is to be picked up early for an appointment etc, please let the office know as soon as possible so that teachers can be prepared. Last minute calls are to be avoided if at all possible as they may cause disruption to the classroom and interruption to lessons and testing.

Library Resource Centre

Children are encouraged to borrow books regularly from the school library. A waterproof bag is required to carry borrowed books. Books may be changed in class borrowing sessions or at lunch time. Should a book be damaged or lost, it is usual for parents to replace it. Children who consistently damage or lose books will not be permitted to borrow until they become more responsible.

Lost Property

All lost property is kept in a box outside the Cleaners' Room. All students should look first in this "lost property box" when looking for any items they may have misplaced.

Parents should ensure that all articles of clothing and equipment are clearly marked with their child's name. Parents are welcome to look in the lost property box at any time. Unclaimed items are given to charity at the end of each term.

Medications

School staff are not permitted to administer medication to students **unless it has been prescribed by a medical practitioner, is supplied to the school in its original packaging, and a medication form is first completed by the parent/carer.** These forms are available from the office upon request. Departmental approval has been granted for students to administer their own medication if they suffer from asthma.



Please note: non-prescribed drugs/medications (e.g. analgesics and over the counter medications) cannot be administered to children by staff and therefore should not be at school under any circumstances.

Mountain Biking

A very popular extra-curricular activity is our mountain biking group who meet after school once a week during Terms 2 and 3 to ride through our forest trails for an hour.

Newsletters

Newsletters will be emailed regularly. Our newsletters are packed full of important information and dates to note. We would appreciate parents regularly checking their emails for newsletters and other information emailed home.

Office Hours

Office hours are between 8.00am and 3.30pm.

Outdoor Education – School Camping Program

During the year our school operates an Outdoor Education Program which includes day excursions, night activities, overnight stays and 3 to 5-day camps at a variety of venues (depending on the child's year level). We encourage all children to participate in these outdoor activities. Full details are forwarded home prior to the school camps and arrangements can be made to gradually pay the costs involved.

Our camping program for this year will include: - Prep: full day activity; Year 1: full day activity; Year 2: excursion and overnight stay in hall at school; Year 3: excursion and overnight stay; Year 4: camp at the beach at Hervey Bay; Year 5: leadership camp; Year 6: TBA.

Outside School Hours Care – Kidz Mob

Before school, after school and school holiday care is available onsite through Kidz Biz.

Contact the team for more information:

0423 723 380

childers@kidzmob.com.au www.kidzmob.com.au

Parent Teacher Communication

Your classroom teacher is your first point of contact.

It is vital that parents/carers form a strong, open relationship with their classroom teacher, as this is the person in the school who will come to know your child best. They are the person who will initiate conversations about how best to help your child, and they will be able to problem-solve situations with you. Parents/carers and teachers need to work closely together for the benefit of each child. It is not unusual for these conversations to be about concerns you have about your child's progress, or general school matters. Minor concerns may become bigger issues if you do not address them with school staff. We have found most issues are best resolved through prompt and courteous communication, directly with your classroom teacher in the first instance.

Classroom teachers can be accessed via email. As teachers do not always access emails during their day of teaching we thank you for your patience. Teachers are committed to acknowledging and or responding to email as soon as able. For more urgent matters we suggest a phone call to the office or a message being sent to admin@childerss.eq.edu.au. Teachers will keep families up to date with classroom happenings throughout the term via email. The newsletter and Facebook are also places where event specific information can be found.

If at any time parents would like a meeting with teachers regarding their child, a time is to be organised via email and this will take place before or after school. Invitations to term 1 and term 3 parent-teacher conferences will also be received by parents annually.

If you have any specific concerns, your first port of call is always your classroom teacher/s. If you contact the office staff to see someone else, they will first check that you have discussed the topic with your classroom teacher. Classroom teachers will bring any issues of concern to the appropriate person and seek assistance if needed. Please be respectful of their time in the morning particularly, and make an appointment to talk to them. Your classroom teacher is very busy most of the day and is required to begin teaching when children are under their supervision. Conversations often do not take "just a minute", so please make a dedicated time to enable them to give you the full attention they would like to.

Personal Property

All personal items and clothing should be clearly marked with the child's name to ensure that if lost, the owner can be readily located. Children and parents are requested to check the lost property box, which is located outside the senior toilet block, if any property is missing.

Expensive items (including jewellery) as well as games and toys, are not to be brought to school. While children may bring sporting equipment, it is preferred that the school's equipment be used.

The issue of children having personal technology devices (mobile phones, tablets etc) is clearly outlined in the School Student Code of Conduct. Children should not bring personal technology devices to school. If the student needs a mobile phone for safety reasons, they must be responsible for it and follow the code of conduct in its use.

Personal Standards

This school will make every attempt to foster an awareness of acceptable standards of personal neatness, health and hygiene. Brushing of hair, bathing daily, cleaning teeth and dressing cleanly and neatly are important and necessary if we are to develop personal pride. At times, particularly in summer, older children in the school will require deodorant. Aerosols are not permitted at school however roll-ons are. Having to discuss this issue with students can be embarrassing for the child, but can be avoided by discussing their changing body and hygiene needs at home.

Feminine Hygiene: The senior girls' toilets have facilities for the disposal of used feminine hygiene products. Should your daughter be caught without feminine hygiene products, she should see one of the female teacher-aides or teachers who will provide what is necessary. Once again parents will need to be aware of their child's changing needs.

Parents and Citizens Association

The P & C Association plays a vital role in our school. Many important decisions are made by our P & C Association that effect your child's education, including planning school activities and functions. Meetings are held regularly. Notice meetings are sent out via school newsletters and reminders are posted on the P&C Facebook page.



QParents

QParents allows parents to connect instantly with their child's school, anywhere, anytime, via computer or smart device, to access and manage their child's student information, including:

- Viewing unpaid invoice details, making quick, easy, safe payments via BPoint – you select the invoice/s you wish to pay, and enter your debit card or credit card details; and viewing payment history.
- Viewing attendance and absence details, as well as the ability to notify the school of an upcoming absence and the reason, and record the reason for an unexplained absence.
- Viewing/updating personal student details, including medical conditions, address, and enrolment history.

Invitations to join QParents are sent out in Term 1 and as new students enrol throughout the year.

Resource Scheme

The school operates a voluntary resource scheme to which parents can contribute. The scheme provides funds for art/craft and cooking activities, photocopying for lessons and allows for the purchase of additional resources for classrooms that enhance educational opportunities for your child/ren. Parents are advised at the beginning of the year regarding the payment of the voluntary levy. The scheme is endorsed by the P & C Association and school staff.

School Crossing Supervisor

A School Crossing Supervisor ("Lollipop person") looks after the crossing near the top gate from 8.10am to 8.40am and from 2:45pm until 3:15 p.m. Students are required to cross at this point and follow the supervisor's directives. Motorists, including parents, should realise that it is regarded as both illegal and "driving without due care/dangerous driving" to disobey the directives of the Crossing Supervisor.

School Routine

Session 1	8.45am – 10.45am
Fruit Break	approx. 9.45am
Morning Tea	10.45am – 11.15am
Session 2	11.15am – 1.00pm
Lunch	1.00pm – 1.45pm
Session 3	1.45pm – 2.50pm

Sharing Information

Events in family life such as going on holiday, parents travelling away for work, illness, visits of friends and relatives, accidents or death of a relative, friend or pet can cause concern or excitement for children, thus affecting their behaviour. We would appreciate you sharing this information with us as it helps in understanding any changes in your child's behaviour and allows us to support your child as needed. Your privacy and confidentiality is always considered.

Sick Children

Schools are not equipped to care for ill children and it is requested that any child who is ill before departing for school be kept at home. Should a child become ill during the day, parents will be contacted to collect the child.

Star of the Week

Each Friday morning the school holds an assembly. At this assembly, we present to a child from each class grouping, the award 'Star of the Week'. This award is presented to a child who has worked well during the preceding week.

Storm Season

If a storm is pending at 2:30pm:

- the progress of the storm will be monitored on the internet.
- children will not be released from classrooms until the storm has passed over.
- parents are to go directly to the classroom and collect their children from the rooms. If parents do not collect their children, then teachers will remain with the children in the rooms until the storm has passed.
- children who travel by bus will be released to the undercover areas and then placed on the buses. It will be up to the bus drivers to let the children off at the bus stop if it is considered safe.
- Telephones will work if the power goes off so parents will still be able to contact the school.



Outside activities such as sport and play are always cancelled if there is a storm.

Student Code of Conduct

Our school community has produced the Childers State School Student Code of Conduct. At all times children are expected to be on their best behaviour and abide by these guidelines whether at school, school functions or travelling to and from school.

Our code of conduct expects the children to be:

- Safe
- Responsible
- Learners

a. Litter

If each and every student met his/her responsibility, litter would not be a problem. Litter should always be placed in the bins provided.

b. Presence in Rooms

Students are not to be in classrooms at any time unless they have the permission of or are under the supervision of a teacher or teacher aide. At the start of the lessons, students are to wait quietly outside the classroom until their teacher arrives unless special arrangements have been made. Students are not to enter the teachers' staffroom or offices at any time.

c. Dangerous Behaviour

The following behaviours are either potentially physically dangerous or unhealthy and are therefore expressly forbidden:

- sitting on port racks/steps
- running close to buildings or on concrete areas
- throwing sticks, stones, water, seed pods, etc.
- pushing, tripping and other forms of "horseplay", particularly near windows and doors
- playing ball games in restricted areas
- physical scuffling, fighting or assault.

d. Banned Items

The following items are not to be brought into the school:

Aerosol deodorant cans, chewing gum/bubble gum, matches/lighters, cigarettes, vapes, liquid paper, marker pens, alcohol or drugs, shanghais, knives or other types of weapons, steel rulers, offensive literature, any other items which the principal determines may endanger the safety or well-being of any student or staff member. Involvement or participation in drug use is a criminal offence and such matters occurring on school premises will be referred to the Police. Suspensions or exclusions from school are usual consequences.

e. School Wide Positive Behaviour

Our school places great emphasis and importance on the recognition of students' successes. This also include acknowledgement of appropriate student behaviour. This is done in a variety of ways which in turn translates into a very positive school tone.

Student Council

All students are involved in Student Council Activities. Two representatives from each class from Year 1 to Year 6 are elected to the student council. This gives children experience in a decision-making process. Many of their activities are integrated with curriculum work and significant events on the school calendar.

Student Protection

The Department is committed to providing safe and supportive learning environments, preventing incidents of harm to students and responding to reasonable suspicion of harm or risk of harm to students.

Consistent with this commitment the department has a Code of Conduct for all employees and a Student Protection Policy for Education Queensland staff.

The Student Protection Policy asserts that:

- the welfare and best interests of children are paramount
- all children have a right to protection from harm.

The Student Protection Policy considers harm to students as being categorized in the following way:

- harm caused by an employee
- harm caused by another student
- harm caused by someone outside the control of the Department including family, strangers, parent helpers, volunteers and school visitors
- self-harm

The department's Code of Conduct establishes clear standards of conduct for employees to follow. All staff receive training on the Code of Conduct.

Employees of state schools are required to ensure the safety and wellbeing of students at all times. The Code of Conduct sets clear expectations for employees' behaviour. In addition, if an employee suspects that a student has been harmed, or is at risk of harm, they must report their suspicion to the school principal.

The principal follows guidelines outlined in Education Queensland's Student Protection Policy to make reports as necessary to the department's Ethical Standards Unit, the Department of Child Safety or the Queensland Police Service.

Sun Safe Policy

Childers is a registered Sun Safe School. Broad-spectrum sunscreen is provided for use by students, staff and visitors. All students must wear an appropriate broad-brimmed hat. Caps are not acceptable. No hat – No play!

Tennis and Basketball Courts

The courts are available for public use by arrangement with the principal. Organizations who use the grounds are required to sign a Hire Agreement.

Toys and Treasures

To save heartache, please leave valued items at home (e.g. toys, collector cards, jewellery, etc). Please seek the advice of the teacher prior to allowing any toys to be brought to school for special occasions e.g. Show and Tell or birthdays.

Transfers

When moving to another school we ask parents to inform the class teacher and advise the office as soon as the decision is made. All school owned materials, such as library books and instruments, are to be returned prior to leaving, and all personal items should be taken.

Tuckshop

A variety of food is available from the school tuckshop which is conducted on Tuesday and Thursday. Our tuckshop committee welcomes the assistance of all parents in providing this valuable service to the school. A price list for the tuckshop is emailed at the beginning of the year or when changes are made, with the currently available items and weather appropriate specials. A "bag system" is used at the tuckshop whereby parents supply a bag (one for morning tea and one for lunch) on which orders are written - as well as the correct money. **Alternatively, orders can be placed online using the Qkr! app.** Students in Prep, Year 1 and Year 2 have class boxes to collect orders which are taken to the tuckshop; older children drop their orders in directly at the tuckshop. Orders are then processed by the tuckshop volunteers and the orders of the younger students are placed into the class boxes for collection and distribution so that young students do not have long waits in a queue. Older students are expected to line up at the tuckshop to receive their bagged orders.



Use of School Grounds

School grounds are out of bounds in out of school hours times. Groups wishing to use these facilities must contact the school office and make formal arrangements. There is an insurance requirement that must be met before approval to use the grounds is given.

Walking

Children walking to and from school should use a direct route. Please discourage children from stopping on the way to and from school. Please discuss road safety rules with your children. Road safety rules will also be discussed at school. Children are expected to cross Mungomery Street at the school crossing at the bottom car park or at the supervised crossing near the top school gate.

Website and Social Media

The school has a web page that has information about our school. It also has links to our Facebook page and documents for enrolment and camps. These are updated as necessary. www.childersss.eq.edu.au

The school also has a Facebook page that is regularly updated with information regarding what's happening around the school. <http://www.facebook.com/ChildersStateSchool>



UNIFORMS

During 2023 – 2025 there will be a transition from the bottle green/black/white school shirt to the sublimated "Childers green"/black school shirt. Either shirt can be worn.

The P&C of Childers State School resolves that it supports a student dress code policy at our school promotes the objectives of the Education (General Provisions) Act 2006 and in particular that it:

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

Prep – Year 6

- *Sublimated polo shirt or bottle green/black/white polo shirt.*
- *Approved black fitted shorts or skorts that are of an acceptable length. They should be no longer than just below the knee and no shorter than extended fingertip length. Very short shorts are not acceptable.*
- *Black crew socks (visible)*
- *Black sneakers or closed in shoes*
- *Black track pants or long fitted pants. (No jeans)*
- *Black sweatshirt or similar item of clothing.*
- *Plain black jacket*
- *Black bucket hat or broad brimmed hat. No caps.*



Uniform Sales

The 'Childers green'/black polo shirts and school bucket hats and embroidered bucket hats are available from the school tuckshop (EFTPOS available). Alternatively, they can be ordered via the Qkr! app or an order can be left at the office. Shirts will then be delivered to students on the next day the uniform sales occur.

Shorts and jumpers can be sourced from department or clothing stores.

General Requirements

- *Students with a note from their parents to explain a dress code anomaly should understand the note provides information to the principal for a reasoned decision to be made. It does not provide automatic permission for not adhering to school procedures/rules. To avoid students losing learning time the note should be taken to the office prior to the commencement of the school day.*
- *Should the situation ever arise that a school uniform is not able to be worn on a particular day, alternative clothing should be either plain coloured or as close to school colours as possible. Students wearing inappropriate multi-coloured clothing or which displays inappropriate slogans and pictures will, wherever possible, be provided with a school uniform for the day from the school supply. If an item of clothing is offensive and no appropriate school uniform is available, the students may be required to complete a detention or refused permission to attend a particular activity.*
- *Students may not wear sandals or thongs to school, except for swimming. If a student is injured, normal school footwear must be worn on the uninjured foot with a sandal and a sock on the injured foot.*
- *Polo shirt may be worn outside of shorts/skirts, except where otherwise directed for safety reasons. However, shorts and skirts must be clearly visible below shirt.*
- *All clothing worn must be of a length that complies with modesty and sun safe requirements as determined by the Sun Safe Policy or the Principal.*
- *Shorts and pants should be plain black.*
- *Cosmetic make-up and nail polish is inappropriate for the school environment and must not be worn.*
- *Hair accessories should complement school uniform colours and should not be used as simply fashion accessories. Hair colour must be a natural colour.*
- *Hair styles should be such that they do not distract from learning. Long hair below the shoulder should be tied back.*
- *District, Zone and Regional school representative uniforms, school music workshop and year 6 camp shirts are also appropriate to be worn by recipient only.*
- *Shorts need to be of correct fitting, appropriate style for physical activity.*

Jewellery

The following pieces of jewellery may be worn at school:

- *A wrist watch*
- *A plain ring*
- *A plain single neck chain of moderate size worn under shirt*
- *Plain sleepers or stud earrings (no attachments)*
- *Medical alert bracelets or necklaces are acceptable.*
- *A limit of two school approved silicon bands may be worn.*
- *It is not permissible to wear any other form of visible body piercing/adornment.*
- *It is not permissible to wear a chain of any kind as a belt, attachment to a belt or similar.*
- *It is not permissible to wear sweat bands of any type for general day wear.*

ADDITIONAL PREP INFORMATION

The Day Begins

The bell sounds at 8.40am, and students should be at school at this time to settle down, have the class roll marked and prepare for the school day. During the first few weeks, parents and caregivers are encouraged to bring their child into the Prep room from 8.20am to greet the teacher and enjoy that special time together by helping their child unpack their bag, do a puzzle, read a book, or enjoy doing a drawing together. When the Prep session commences at 8.40am, parents and caregivers say goodbye and leave. It can be difficult for some children to say goodbye to parents and caregivers during the first few "settling in" weeks, but it is important that you trust your child's teacher and leave promptly. Prep will finish each day at 2.50pm and parents and caregivers can collect children from their Prep room.

Lunch Breaks

There are **two** lunch breaks in the day, morning tea at **10.45am** and lunch at **1.00 pm**, and a fruit break at **9.45am**. Some children are hungrier at morning tea and may eat their main meal at this break and eat less at lunch. Prep students will be supervised in their designated eating area while they eat their food each day. The Prep classrooms have refrigerators, to store children's lunches. Non-insulated lunchboxes are preferred as they don't take up as much room in the fridges. **Parents, please ensure that your child can unwrap/open and manage the lunch you pack for them.**

What can I do for my child?

Clearly name all belongings including: schoolbag, lunch box, hat, shoes, socks, water bottle, uniform, books from the book list, etc. Place an identifier that your child can recognize on his/her schoolbag and school hat. Please rename all belongings throughout the year as the names may fade. Please ensure a bag of spare clothes, including underwear, remains in your child's bag throughout the year.

Settling In

During the first term, much emphasis is placed on the following:

- settling into the new school environment and developing routines
- transitions (moving between classes or from breaks to class)
- our class rules
- social skills, including establishing new friendships
- caring for and being responsible for our belongings
- developing oral language

We, as teachers and parents will be establishing partnerships where together, we will develop a learning environment that makes the transition to the Prep setting smooth and successful. Families will be involved in supporting children's learning through sharing information and contributing their own knowledge and perspectives.

Hats and Shoes

Childers State School is a **SunSmart** school. Children **must wear a broad-brimmed hat** outdoors at all times. A hat will be provided to all Prep students to help identify them in the playground.

Children are to wear shoes to and from school. During the outdoor program, there will be specific class activities where teachers may allow children to take off their shoes and socks. Please help children learn how to put their socks and shoes on and tie laces or do up their shoes.

Queensland Beginners' Handwriting

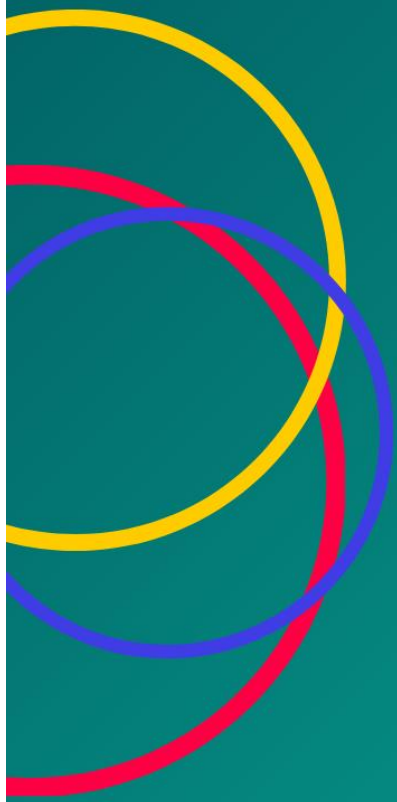
For your reference, here is a copy of the handwriting the children will be experiencing in Prep.

aA bB cC dD eE fF gG hH iI jJ kK lL
mM nN oO pP qQ rR sS tT uU vV wW
xX yY zZ 1 2 3 4 5 6 7 8 9 10

Helpful Ideas for Starting Prep

Commencing Prep is a big event in your child's life and first day jitters can happen. However, there are some helpful ideas parents and carers can follow to help make the first few weeks a happy and positive experience for you and your child.

- Have a look at the Prep classrooms several times beforehand, see the playground, and have a look around.
- Go through this handbook together and discuss with your child what they need to wear, bring, and how the day runs. Let them know about morning tea and lunch, inside time and outside time. Talk about the teacher's name and the teacher aide's name.
- Have a practice run at getting dressed for Prep prior to the first day.
- Ensure your child feels comfortable in his/her new school shoes.
- Show your child where his/her name is written on all belongings.
- Pack a school lunch at home and let your child practise opening it.
- Tell your child each day who will be collecting him/her from Prep at the end of the school day.
- Have your child stay over with family or friends occasionally to reduce any separation anxieties.
- Read books together about "starting school."
- Relax in the week before Prep starts, so that your child can commence Prep refreshed and rested.
- Set the alarm clock as if it is a Prep day a week beforehand, and practise going to bed at an appropriate time as though Prep is the next day.
- Talk about how long and how many days a week your child will be at Prep. Explain in time sequences your child can understand.
- Allow time in the first week to share and value your child's new experiences. Visit a relative (e.g. grandparents) or a special family friend, and let your child tell them all about Prep. Let them telephone a special person in their life to share their new Prep experiences.
- If your child is teary on the first day, reassure him/her that you will be back at pick up time, and above all, let your child see that **you** are positive and excited about Prep so that your child can sense these positive feelings from you.
- Always say goodbye to your child and leave when the class commences.
- Go home and have that cup of coffee/tea and enjoy your day as well!



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