

Mount Samson State School



Information Booklet 2009

We are committed to:

- *High academic expectations*
- *A safe supportive environment*
- *Strong partnerships between our staff and school community*



Address

1060 Winn Road
Mount Samson 4520

Phone

3289 4240

Fax

3289 4170

Email

the.principal@mtsamsonss.eq.edu.au

Website

www.mtsamsonss.eq.edu.au

Foreword

I invite all parents to read the 2009 Information Booklet. This booklet outlines our practices and policies, including our Positive Behaviour Plan, and procedures regarding the Prep year of schooling. It is intended that the document will provide you with all the necessary information regarding school practices, as well as capturing the values and commitment that we share for our school and its students.

Our school size continues to increase each year and currently sits at approximately 220 students from Prep to Year 7. Despite our relatively small size, we believe our programs, staff and community will provide a quality educational environment for your child. We are committed to high academic expectations, a strong safe supportive environment and good communication with our community.

This booklet is set out under the headings of the five Ps:

- Place
- People
- Programs
- Partnerships
- Policies and Procedures

Please contact the school if you have further enquiries.

Peter Lewis
Principal
Mount Samson State School

This booklet was last updated on Thursday, 15 October 2009

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1 Place

1.1 Mission Statement

At Mount Samson State School we are committed to:

- High academic expectations;
- A safe supportive environment;
- Strong partnerships between our staff and school community.

These values are captured in our school motto *Learning for Living*.

1.2 History of School

The Samson Creek Provisional School was opened in September 1874 and had an enrolment of 15. The first teacher was Mr William Skerman. During the next 50 years, the school moved site 3 times, until in 1925, it was moved to the present location, in close proximity to the Mount Samson Railway Station. From 25th June 1925, the school became known as State School – Mount Samson. There was an enrolment of 61 students.

The original school building still remains on the site. In late 2005 and early 2006 it was extensively renovated to repair termite and structural damage. This building, which for generations was the only building on the site, is now be used as a classroom space and computer room.

For many years the school was a small two or three teacher school. However, in recent years many of the farms in the district have been subdivided and the area has seen an increase in population. Between 2002 and 2006 the school increased in student numbers from 84 to over 140. The enrolment in February 2009 was 220.

1.3 Location and Facilities

The school is located on Winn Road opposite the Samsonvale and District Public Hall. It is approximately 12km from Samford, Dayboro and Warner/Bray Park. We are the closest state school to students living in the localities of Mount Samson, Samsonvale, Closeburn, Cedar Creek and parts of Clear Mountain and Cashmere.

The school has an administration building/library, eight primary classroom spaces, double prep building and small computer lab. The school has a new toilet block for the prep building and separate girls and boys toilet blocks. The majority of the school buildings are located around the newly-expanded covered play area, which is used during break times for eating and playing, school assemblies, and for activities requiring shade. Physical access includes provision of ramp access to the majority of rooms.

The school has a tennis court, sports shed, playground and a large oval and “park” area. The oval and park are owned by the Pine Rivers Shire Council and leased to the school on a 99 year lease.

The school also has a before and after school care building which is operated by the school’s P & C.

2 People

2.1 Staffing Policy

All Queensland State Schools are staffed using Education Queensland's staffing model. The school staffing for the year is based on the enrolments on Day 8. In addition to the allocation of classroom teachers, the school receives a flexible allocation of support teaching staff. These cover specialist teachers in the areas of Physical Education, Music, Chinese, Special Education, Instrumental Music, Library, and Learning Support.

In addition the school receives an advisory visiting teacher service (as needed) to support students with disabilities and a Guidance Officer. We also have access to Education Queensland's speech therapists, occupational therapists and physiotherapists as required.

The school's allocation of ancillary staff (administration officers, teacher aides, cleaners, grounds) is also driven by the Day 8 model. The school receives a special allocation of teacher aide time to support students with disabilities. The school purchases additional teacher aide time to support intervention programs to improve literacy for children experiencing difficulty.

2.2 Roles of Staff

Essentially:

- The Principal is the Chief Executive Officer of the site and is responsible for overseeing all operations at Mount Samson State School. The Principal is responsible to the Executive Director Schools Sunshine Coast South District.
- The Principal and the teachers are responsible for the planning, implementation and reporting of learning programs and outcomes of students enrolled at the school.
- The teacher aides, administration officers, groundsperson and cleaner support the teachers and the Principal in the operations of the school.
- Precise job descriptions are available for all positions within the school.

All Education Queensland staff are bound by:

- Education Queensland's *Code of Conduct*;
- Various policies which are contained in the *Education Policy and Procedures Register (EPPR)*;
- Industrial agreements covering working conditions;
- Government and system initiatives.



2.3 2009 Staff List

Principal	Mr Peter Lewis
Classroom Teachers	Mrs Michelle Foster (Prep/Year 1 Orange) Miss Marie Strijland (Prep/Year 1 Green) Mrs Chris Carney (Year 1 Purple) Ms Marian Marshall (Year 2) Mrs Narelle Gleadhill/Mrs Patti Adcock (Year 3) Mrs Karen Hill (Year 3/4) Mr Michael Houl (Year 4/5) Mr Tony McDougall (Year 5/6) Mrs Jodie Beverley (Year 6/7)
Support Teachers	Ms Josephine Drokan (Teacher Librarian 0.6) Mrs Lisa Harvey (Learning Support 0.3) Mrs Judy Brown (Special Needs 0.8) Mrs Denise Spensley (PE 0.4) Mrs Fiona Leyden (Music 0.4) Mrs Tracey Young (Instrumental Music 0.2) Miss Lindsay Cheal (LOTE Chinese 0.1) Mrs Vanessa Pease (NCT/CCT 0.3)
Administration Officers	Mrs Anne White
Teacher Aides	Ms Kathy Hartley Mrs Narelle Wills Mrs Anne White Ms Kathy Hartley Ms Wendy Robinson Mrs Pam Beardmore
Cleaner	Mrs Sharyn Weier
Casual Groundsperson	Mr Mark Patterson

2.4 Role of P & C

The objective of the Parents and Citizens Association (P & C) is to promote the interests and facilitate the development of the school. The P & C's role is to:

- Foster community interest in educational matters;
- Bring closer cooperation between parents, staff, students and other community members;
- Provide advice to the Principal on issues and concerns in respect of students and the general operation and management of the school;
- Provide or assist in the provision of financial or other resources or services for the benefit of the school;
- Participate in school community committees and/or working parties that contribute to the general benefit of the school;
- Perform other functions as determined by the Minister.

2.5 2008 P & C Executive

President	Mrs Rachel Spencer
Vice-President	Mrs Fiona Lynch
Secretary	Mrs Katrina Kunde
Treasurer	Mrs Kim Stewart
Uniform Coordinator	Mrs Melissa Arkell
Tuckshop Convenor	Mrs Michele David
Fundraising Coordinator	Mrs Sharyn Weier
Outside School Hours Care Coordinator	Ms Sue Palmer

2.6 Outside School Hours Care

The school's P & C operates a before and after school registered childcare service. The centre operates from 6:45am in the morning and until 6:00pm after school. Parents may be eligible for the Government's child care benefit. There are a limited number of places and bookings are essential. For further information please contact the coordinator on 32894623.

3 Programs

3.1 2009 School Dates

Term Dates

	Term 1	Term 2	Term 3	Term 4
Starting Day	Tuesday 27 th January	Tuesday 21 st April	Tuesday 14 th July	Monday 5 th October
Finishing Day	Thursday 9 th April	Friday 26 th June	Friday 18 th September	Friday 11 th December
Length of Term	11 weeks	10 weeks	10 weeks	10 weeks

Public Holidays

1 st January (Monday)	New Year's Day
26 th January (Monday)	Australia Day
10 th March (Friday)	Good Friday
13 th March (Monday)	Easter Monday
25 th April (Saturday)	Anzac Day – note falls on a Saturday
4 th May (Monday)	Labour Day
8 th June (Monday)	Queen's Birthday
10 th August (Monday)	Show Day
25 th December (Friday)	Christmas Day
28 th December (Monday)	Boxing Day

Student Free Days

On these days the staff are engaged in professional development activities and children are not present:

- 22nd January (prior to commencement of school year)
- 23rd January (prior to commencement of school year)
- 20th April (Monday immediately following Term 1 vacation)
- 13th July (Monday immediately following winter vacation)
- 12th August (Ministerial day for the Brisbane Show)
- 19th October (Monday of the third week of the last term)

The Education Queensland school calendar for 2009 can be downloaded in pdf format from

http://education.qld.gov.au/public_media/calendar/holidays.html

3.2 Class Drafts











In 2009 the school is operating the following nine classes:

- Prep/Year 1 Orange
- Prep/Year 1 Green
- Year 1 Purple
- Year 2
- Year 3
- Year 3/4
- Year 4/5
- Year 5/6
- Year 6/7

Where a year level is split across classes (as in the case of Year 5), the Principal will make a determination on the placement of a child giving consideration to the needs of the child, parents, staff and to ensure equitability in class sizes.

3.3 Hours of Operation

The hours of operation of the school are:

	8:25am	First bus arrives – no children are to arrive at school before 8:15am unless going to Before School Care
	8:45am	School commences
	8:45am – 10:45am	Morning Session
	10:45am – 11:30am	First Break
	11:30am – 1:15pm	Middle Session
	1:15pm – 1:45pm	Second Break
	1:45pm – 2:45pm	Afternoon Session
	2:45pm	School finishes
	2.50pm	Early bus departs
	3:30pm	Late bus departs

3.4 Curriculum Organisation

The school's primary curriculum plan is based around the eight key learning areas identified in the Queensland Studies Authority (QSA) syllabuses. These are:

- English
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Language Other Than English – Chinese (LOTE)
- Health and Physical Education (HPE)
- Arts (including music)
- Technology

The Prep Year curriculum is based on the principles of the *Early Years Curriculum Guidelines*. These are explained in more detail in Section 3.10

The school has developed a maths program based on the QSA syllabus. The school has a strong belief in the teaching of phonics and traditional grammar and the schools reading program and resources support this approach to reading, spelling and grammar. Core English genre and the key learning areas of Science, SOSE, Health, Arts and Technology are taught through integrated units which combine essential learnings from these areas around a curriculum organiser (theme). The areas of PE, Music and LOTE (Year 6/7 only) are covered with the use of specialist teachers.

3.5 Students with Special Needs

Education Queensland has a process for the identification and assessment of students with disabilities. Where an assessment indicates a child has a disability, the child is provided with an educational adjustment profile (EAP) and a recommendation is made as to the best educational environment for the child to be placed. This recommendation may be in a mainstream class, a special education unit within a mainstream school or at a special school. An individual educational program is implemented for all children with an EAP. Mount Samson State School does not operate a special education unit or special education class. Where children with disabilities, they are supported by the school's special education teacher and an advisory visiting teacher service.

In cases where a student transferring from another school has an EAP, the parents should contact the Principal to discuss the placement prior to the enrolment.

3.6 Learning Support

The school identifies children requiring extra help in literacy and numeracy. This is done using the national literacy and numeracy tests (NAPLAN) in Year 3/5/7, the Year 2 Diagnostic Net and school-based assessment. These students receive support from the Learning Support Teacher and an individual plan is formulated in consultation with the parents to set goals and make classroom program modifications if necessary. The school also purchases additional teacher aide time to provide one to one assistance for targeted children in literacy and numeracy.

3.7 Technology

The school has a small computer lab and a number of other computers in classrooms. All classrooms have been equipped with Smartboards in 2009. We also have a teacher one day per week who supports teachers and students in the use of technology in classrooms. The emphasis is on using technology to enhance and supplement the work being done in other curriculum areas.

3.8 Homework

Homework is set at the discretion of the classroom teacher. This may include home reading, which we believe is very important to reinforce the act of reading. Children may also be set spelling, language, maths and “project” work. Children may also be set tasks with a social objective, such as doing a good turn or preparing a family meal.

3.9 Assessment and Reporting

Written report cards for all primary school children are sent home twice per year at the end of each semester. These provide information on your child’s academic and social progress. The following techniques are used to collect data on student learning.

- Year 2 Net and Year 3/5/7 NAPLAN tests
- Internal school testing program which includes standardised reading tests
- Student performance measured against criteria statements in selected key learning areas
- Specific diagnostic testing for students experiencing learning difficulties

The school report cards meet the consistent standard mandated for all schools in Queensland. The children receive an A-E grade in each key learning area in Years 4-7. The five point scale is also used in Years 1-3 with slightly modified descriptors. In Prep, the children do not receive a formal report but parents receive two face-to-face interviews with the teacher where the child’s portfolio will be discussed in detail. This portfolio is then sent home at the end of the year.

3.10 Preparatory Year of Schooling

In 2007, all Queensland schools began offering a full time preparatory (Prep) year of schooling. This replaced the previous part time preschool program and coincided with raising the starting age for Year 1 enrolment by six months. Children are eligible for enrolment in Prep if they turn 5 by 30th June in the year in which they enrol. It brought the Queensland education system into line with other states and is supported by research showing that children perform better at school if they are older and experience an appropriate curriculum in the Prep year. Thus, Prep is the first year of the Early Phase of Learning which spans from Prep to Year 3.

The following procedures will apply to prep:

- The children will attend 5 days per week with the same hours as the rest of the school.
- The children will receive specialist lessons in PE, music and library.
- At Mount Samson our uniform policy includes prep students (see section 5.19)
- The school’s responsible behaviour plan applies to prep children.
- The ratio for excursions for prep is one adult per 5 children 1:5.
- Prep children are eligible to use school transport where appropriate (bus).
- Prep children can access the Outside School Hours Care (OSHC).
- The prep teacher will conduct interviews with each family prior to the child commencing.
- Parents are requested to sign children in and out from the classroom at the beginning and end of each day.

The Prep year curriculum is designed to *prepare* children adequately for school. The *Early Years Curriculum Guidelines* set out five learning areas:

- Social and Personal Learning
- Health and Physical Understanding
- Language Learning and Communication
- Early Mathematical Understanding
- Active Learning Processes

The delivery of the program is very much child-centred and teachers create contexts for learning and development through:

- Play
- Real-life situations
- Investigations
- Routines and transitions
- Focused learning and teaching

The importance of a good prep program cannot be understated. Children will develop social skills, build fine and gross motor strength, and develop a thorough understanding of early literacy and numeracy. The intent is that when they transition to Year 1, they are ready to start school.

Your child's Prep teacher can answer many of the detailed questions regarding how the Prep Year works at Mount Samson. Some of the frequently asked questions (FAQs) are answered below.

What do you teach in Prep? The five learning areas of social and personal learning, health and physical understanding, language learning and communication, early mathematical understanding and active learning processes are covered in the prep curriculum.

How do you teach it? The children learn through play, real-life situations, investigations, routines and transitions and focused learning and teaching. The program is designed to cater for each child's interests and abilities.

How is this beneficial for my child? Many things which can be taken for granted are necessary for a child to perform well at school. Social conventions, turn taking, listening, oral language and speech, self reliance and initiative, fine and gross motor skills, and positional language are very important if a child is to cope with the early years of school. We often assume a child can do these things. Prep is designed to do all this essential preparation prior to Year 1.

What is the difference between what is taught in Year 1 and what is taught in Prep? A Year 1 classroom will look more formal and traditional and specific content will be covered in literacy and numeracy. For example, specific sounds, spelling patterns and handwriting are covered in Year 1 in a whole class context. In Prep children will be encouraged to look at words, recognise sounds within them and understand conventions such as writing from left to write. It is acknowledged that some children will be quite advanced in certain areas and the child-centred nature of Prep allows them to explore these areas further.

How do we know this approach works? The prep curriculum is heavily underpinned by research which demonstrates that this approach improves readiness for school. Our own experience (Prep began at Mount Samson in 2007) also supports this approach.

3.11 Excursions

During the year various excursions are organised to supplement the children's learning program. The majority of excursions (e.g. walking to the Samsonvale Hall for Arts Council, school sporting events, swimming lessons, trips and excursions organised by school etc.) are covered by a general permission note contained in the enrolment form. Where they are not covered, a separate permission form will be sent home. In some cases these excursions may incur a cost, but please be assured that every effort is made to minimise such costs.

3.12 Camps

In 2009 the Year 6/7 children will go to Tallebudgera Beach School for a 4 night camp. The Year 4/5 children will have a two night camp at Stanley River Environmental Education Centre. The camps are programmed to ensure the children get a range of different camps across their time at Mount Samson. The camp is considered an important part of the curriculum and we make every endeavour to have all children attend. Separate permission and medical forms are sent home for the school camp.

3.13 Arts Council

Throughout the year the children are eligible to attend a number of Arts Council and other arts presentations and workshops. Generally there is a small fee associated with these.



3.14 Life Education

The Life Education van visits the school each year. The life education program varies across the year levels and covers topics such as peer pressure, alcohol and drug abuse, body systems and nutrition. It is not a human relationships (sex) education program.

3.15 Swimming

Swimming lessons are conducted in the fourth term for all Prep – Year 3 students and for Year 4-7 students who have not reached a competent level of swimming proficiency. Qualified instructors run these lessons at the Dayboro Pool. The children will be assessed in the first week of the term and placed into ability groups. The emphasis of the program is on ensuring the children have basic survival skills in the pool.

3.16 Specialist Lessons

The school has specialist teachers in PE, Music, Instrumental Music, Chinese (Year 6/7) and Library. The days on which these lessons occur are as follows:

Monday	Chinese (Year 6/7 only)
Tuesday	Instrumental Music (selected students only)
Wednesday	Phys Ed Music Library
Thursday	Phys Ed Music Library

3.17 Library

The children have a library lesson each Wednesday or Thursday and are able to borrow books at that time. They need a bag to keep the books in good condition. Every second Tuesday the Pine Rivers Shire Council Mobile Library visits the school. Children are encouraged to join this library service and to borrow books at this time.

3.18 Instrumental Music

The school has an instrumental music program open to students in years 5-7. At the end of each year children will be invited to audition for places in the following year's program. All students currently enrolled may continue. Participation in this program is a privilege and requires a commitment to practice as well as providing the instrument. The school also has an instrumental band. We can cater for approximately 30 students at any one time.



3.19 Sport

The school recognises the role that a balanced sport program plays in the children's physical and mental development. This is consistent with Education Queensland's *Smart Moves* policy, which is aimed at increasing physical activity amongst children. The children are afforded the opportunity to participate in a wide range of compulsory and optional sporting pursuits.

All our older children have the opportunity to try out for Pine Rivers District teams in various team sports (cricket, netball, soccer etc). Advice on these trials is provided during the year.

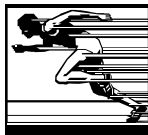
During the triathlon, cross country and athletics seasons children have the opportunity to train before school. All children are welcome to join this squad.

3.19.1 Houses

The children are divided into two houses – Jagera and Kamala. The children compete for these houses in swimming, athletics and cross country.

3.19.2 Athletics

An interhouse athletics carnival is held annually with the children participating in a full program of track and field events and ball games. Following this, a school team is selected from children aged 10 years and older to compete at the Pine Rivers District Carnival. There is a selection process for children to go to Metropolitan North and State titles.



3.19.3 Cross country

Each year we hold a school cross country day for all our children from preschool to Year 7 in the school grounds. Children compete for their houses over various distances depending on their age. Children who have trained and meet the criteria have the opportunity to represent the school at the next level.

3.19.4 Swimming Carnival

Our interhouse swimming carnival is held in Term 4. As with the other sports, children aged 10 and over are able to progress to the next level of representation.

3.19.5 Triathlon

Each year we send a team of students to compete in the Weetbix Triathlon. It is a non-competitive triathlon with the emphasis on enjoyment and fitness. We provide a before school training program for these children.

3.19.6 Interschool Sport

During term 2 and term 3 we offer the children the opportunity to participate in the Pine Rivers District Interschool sport. In previous years we have competed in soccer and touch, and a decision on which sports to nominate in is made closer to the date.



3.20 Booklists

These are provided at the end of each year and are available from the office. It is essential that children have all the items. It is difficult for both the student and the teacher if children do not have all items. If you are transferring during the year please negotiate with your child's teacher as to what can be reused from your child's previous school. The Prep children are levied in lieu of a booklist.

4 Partnerships

4.1 Parents and Teachers as Partners

We believe as part of our vision and values that good communication between students, teachers and parents is integral to meeting the needs of our children. To ensure we achieve the best educational and social outcomes we strive for our teachers and parents to work together in partnership.

4.2 Parent Interviews and Parent Meetings

Each class teacher will organise a meeting for parents at the beginning of each school year. This will allow for introductions and will focus on how the whole class will operate. At the end of the first term a formal parent teacher interview will be arranged for each child. We value this interview highly and every effort is made to make the appointment at such a time that you are able to attend. At the end of the year parents may make an interview time if they wish.

4.3 Appointments

Parents are welcome to visit the school at any time, however during program (class) time the staff devote themselves to the children and whilst every opportunity will be taken to discuss your child with you, it is not always possible to engage in lengthy discussions during class time. In these cases it is a simple matter of organising a convenient time to make an appointment and our staff will be more than willing to accommodate.

4.4 Volunteers

We encourage all parents to take an active role in the school and believe that the educational and social outcomes for our children are enhanced by parental involvement. A volunteer register is maintained in each classroom and the tuckshop. All our teachers encourage parents to be involved in classrooms for such things as home reading, reading and maths groups, art activities, excursions and so on. Parents are also involved in tuckshop, P & C activities and working bees.

4.5 Visitors

All visitors (not parents and guardians) to the school must report to the office and sign the visitors register.

4.6 Parent Voluntary Contribution Scheme

The school operates a voluntary contribution scheme. Currently the contribution is set at \$30 per child. Parents are invoiced at the start of the school year. This contribution goes directly towards classroom resources such as art materials, stationery and equipment.

4.7 P & C

4.7.1 Meetings

Meetings are held on the second Friday of each month at 9:00am at the school. These meetings are publicised in the newsletter.

4.7.2 Fundraising

The P & C does a large amount of fundraising throughout the year. This money is then used to subsidise excursions and to provide equipment and facilities. All parents are encouraged to get support the P & C fundraising initiatives.

4.7.3 Tuckshop

The school runs a small tuckshop once per week (currently Wednesday). The menu complies with Education Queensland's Healthy Choices program.

4.8 Newsletter

The school newsletter is published weekly on a Wednesday and contains important information on all school matters and events. The latest version is available on the school website.

4.9 School Website

The school has a website www.mtsamsonss.eq.edu.au. In addition to providing general information it is possible to download forms and documents from this site including the school annual report, the handbook (latest version), and weekly newsletters.

4.10 Parades

A school assembly takes place each Friday morning at 8:45am in the covered play area. There is the singing of the national anthem, awards, messages, special guests and class displays. Parents are encouraged to attend.

4.11 Complaints

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

We believe that the majority of concerns are best addressed at the individual level. This will give the greatest likelihood of a positive result. Each teacher is responsible for the management and learning programs of the children in their class and initially concerns should be directed to them or the Principal. Our focus is to work through concerns at this level and it is one of our shared values that good communication is essential to achieving the best for our children. Every effort will be made to address concerns at this level.

Should the problem not be able to be resolved at the school level, Education Queensland has a process where complaints can be directed to the District Office. All District Offices provide access to a Community Participation Officer or an officer responsible for parent liaison. As part of this process, the Executive Director Schools will be notified and involved if needed.

Where student protection issues are raised, these are dealt with under Education Queensland's *Student Protection Policy SMS-PR-012*. There are specific reporting and investigation processes which must be undertaken by the Principal, or if the complaint is about the Principal, The Executive Director Schools. All staff are aware of their obligations under this policy and have had appropriate training.

4.12 Staff and Parents Code of Conduct

All staff are trained in Education Queensland's *Code of Conduct*. The code sets out five principles that staff must observe in the performance of their duties.

- Respect for the law and system of government
- Respect for persons
- Integrity
- Diligence
- Economy and efficiency

Whilst staff have an obligation to abide by this code, it is expected that all volunteers, visitors and parents also observe these principles when involved in school activities.

Whilst such cases are rare, where persons are causing a disturbance on school premises the Principal has powers under policy *SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass*. These powers include limiting access to the school and directives not to enter the property.

5 Policies and Procedures

5.1 School Annual Operational Plan (AOP)

Each year the Principal in consultation with the staff and P & C prepares an annual operational plan and accompanying budget. This document sets out the school's direction and priorities for the year. In July the school publishes school performance data from the previous year. This is available on the school's website. The priorities for 2009 are:

- Improve staff and student competency in the use of ICTs, including the use of CCT time to ensure ICT integration across the curriculum
- Improve NAPLAN data across Year 3, 5 & 7
- Roll out the curriculum units as per the school curriculum plan one term in advance
- Investigate Building the Education Revolution funding to provide a long term solution to the issue of insufficient space to undertake music and multi-purpose activities
- Double the width of the two way section of the school driveway
- Construct Senior Playground
- Support teachers to integrate ICTs through use of school's flexible staffing to provide technology support teacher
- Support curriculum development through flexible staffing
- Ensure literacy and numeracy resources keep pace with enrolment growth

5.2 Enrolments and Transfers

The school now has an Enrolment Management Plan in place. A copy of this is available at the school office and on the school website <http://mthsamsonss.eq.edu.au/wcmss/index.php/enrolment.html>. This guarantees places at the school for those who live within the geographic catchment of the school and the siblings of children already enrolled. For full details please refer to the policy.

An enrolment form must be filled out for all new enrolments. This is contained in the enrolment pack. When a child is enrolling in a state primary school for the first time proof of age is required. Generally, an Official Birth Certificate or Extract must be produced and sighted.

When a child is transferring from another state primary school, the previous school will supply the school with a School Transfer Certificate. This does not require any action from the parents.

5.3 Preparatory (Prep) Year of Schooling

Please refer to section 3.10 for special procedures relating to prep children.

5.4 Dropping Off and Collecting Children

Children may be dropped off at school from 8:25am. They may either use the oval or remain in the undercover areas until the commencement of classes at 8:45. The children may not use the playgrounds and tennis court before and after school.

All parents must collect their children from the covered area at 2:45pm. The exception to this is those children who walk home, catch the school bus, use the Pick Up area, or attend Outside School Hours Care. This rule is necessary to ensure safety in the car park area. No child should be left unattended in the car park.

Prep students must be picked up and dropped off at the Prep building and signed in/out, except by prior arrangement.

5.5 Parking and vehicle Movement in School Grounds

There is limited car parking available on the school site. Prior to 9:00 in the morning and from 2:00 – 3:15 in the afternoons vehicle access to the site is restricted to:

- Staff
- Outside School Hours Care business
- Disabled parking
- Parents with pre-prep age children(toddlers and babies)
- Parents using the pick up/drop off area
- Volunteer workers (tuckshop, uniform)
- Early morning extra-curricular programs (band, training, tutoring)
- Other persons authorised by the Principal

All other parking will be at the Samsonvale Hall. In wet weather we would encourage you to be careful about not damaging the turf at hall. Children should not be dropped off or picked up at the Hall for safety reasons. These parents should use the drop off area in the school grounds. An adult should accompany all children crossing Samsonvale Road.

Please refer to the Car Parking/Access map in the enrolment pack for details on car movement on the site. At all times show patience, courtesy and common sense.

5.6 Early Departures

Children who leave school early should be signed out at the office.

5.7 Before and After School Supervision

Education Queensland does not require a formal playground duty roster before and after school. It is essential that the procedures outlined in section 5.4 are followed. Children who are present at the school outside these times should be enrolled in the Outside School Hours Care program.

5.8 Buses

Some children may be eligible to catch the school bus depending on where they live. Forms for school bus travel can be obtained from the office. More information can be obtained from Brisbane Bus Lines on 33543633.



5.9 Absences

Class rolls are marked twice daily and the reasons for absences are noted and recorded. If your child is absent for any reason it is essential that the school or teacher is notified by letter, email, phone or in person. Where a student is absent for more than three days without explanation the school will attempt to contact the parent. In the rare cases where a student is absent without explanation and no contact is made after three weeks the school will report the matter to the relevant authorities.

5.10 Lost Property

Lost property is kept in a box at the school. The most common items are lunchboxes, socks and jumpers/tracksuits. Items which are not claimed are donated to charity. The most effective way to ensure property is not lost is to name it properly with a permanent marker or sticker.

5.11 Fire and Lockdown Drills

Fire and lockdown drills are held throughout the year.

5.12 Sick and Injured Children

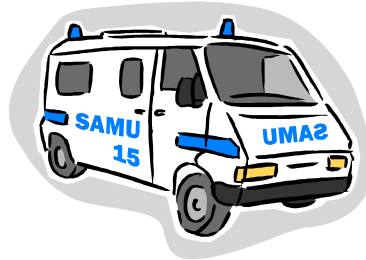
The school has staff who are qualified to administer minor first aid to children. When a child becomes sick or injured at school it is our policy that parents are notified and requested to collect the child. In the case of injuries these are recorded in an accident register.

5.13 Medication

Where a child is required to take prescription medicine during school hours the school requires the instructions to be clearly labelled on the bottle or a letter from a doctor outlining when the medication is to be given. An Administration of Medication form must be signed by the parent. These are available from the school office.

5.14 Medical Exclusions

Children with contagious medical conditions need to be excluded from contact with other children. Please refer to the NHMRC Recommended Exclusion Periods included in the enrolment pack.



5.15 Head Lice

The issue of head lice in schools is ongoing and emotive and at all times staff are respectful of the dignity of the individual. Generally, if staff become aware of a child with lice the parent will be notified and a request made that the child be checked and treated if necessary. In multiple cases all parents in the class/school will be notified and asked to check and treat if necessary.

5.16 Dental Clinic and Health Services

The school dental service provides free dental care to all primary aged children. A qualified dentist and nurses attend the school annually to provide this care in a well-equipped mobile van. No treatment is provided without parental consent.

5.17 Student Protection Policy

Education Queensland's *Student Protection Policy* sets out procedures for dealing with cases where student harm is suspected. The key drivers behind this policy are minimising misconduct by EQ staff, legislative requirements with respect to reporting suspected abuse and public concern about child abuse. All staff are trained in its application. It places specific mandatory obligations on staff and the Principal to report and refer cases where harm is suspected.

All teachers are screened for criminal history as part of the teacher registration process and all ancillary staff and people working in the school must have a Working with Children (Blue) Card.

5.18 Behaviour Management Policy

All Queensland State Schools are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive learning environments. All schools are expected to have a Behaviour Management Plan which is consistent with Education Queensland's *Code of School Behaviour*. A copy of the Mount Samson School Behaviour Code is included in the enrolment pack.

5.19 Uniform and Dress Code

	Boys	Girls
Blue Check Formal Shirt	✓	✓
Light Blue Check Dress		✓
Blue School Polo Shirt	✓	✓
Red / Yellow House Polo Shirt	✓	✓
Navy Blue Shorts	✓	✓
Navy Blue Wrap Skort		✓
Navy Blue Skirt		✓
Navy Blue Hat / Legionnaire Cap	✓	✓
Navy Blue Winter Jacket	✓	✓

- The above items are available for purchase from the school and reasonable stock is kept on hand throughout the year. Information regarding uniform purchase is on the order form in the enrolment pack, which is available from the school office. For further information please contact the uniform convenor.
- All children from Prep – Year 7 are encouraged to wear the school uniform at all times.
- An acceptable level of modesty must be maintained at all times. Examples of lack of modesty include but are not limited to bikinis at swimming lessons, exposed midriffs and tops which expose the shoulders. It is expected that common sense should always prevail.
- Children are encouraged to wear the formal check shirt or dress on assembly days (Fridays) and school functions.
- The house polo shirt may be worn on PE (Wednesday) and sports days.
- Closed-in footwear (predominantly black or white) must be worn at all times.
- Children will not be permitted in the playground without a broad-brimmed hat or legionnaire cap.



5.20 Toys and Equipment from Home (including mobile phones)

The school has a range of sporting equipment and toys/games which children can use at appropriate times. Toys and equipment brought from home often provide a distraction to children in their learning and can become lost and damaged. Consequently, children are not to bring toys and equipment from home unless it is for a class activity, for lunchtime sport (e.g. a football) or by prior arrangement. When toys and equipment are brought from home the teacher may keep it and return it to the child after school or request that a parent collect the item. In particular mobile phones are not to be brought to school except by prior arrangement. It is considered inappropriate for primary school age children to have these items during school hours. Where permission is given, the phone will be stored at school during school hours.

5.21 Jewellery

Jewellery is not regarded as suitable school attire and should not be worn to school. Children who have piercings may wear 'sleepers' and wrist watches are acceptable. Make-up is also considered unsuitable for wearing at school.

5.22 Phone Calls

The school office is manned every day. Members of staff and the community may use the school phone for school business and in emergencies. Where the calls are of a personal nature a contribution is expected. Children who wish to use the phone must first obtain the permission of a staff member.

5.23 Use of Office and Other Consumable Equipment

Members of the school community who wish to use the school's photocopier, fax, laminator, binder and various office equipment for personal (non-commercial) use should contact the office. A small fee is charged to cover costs.

5.24 After Hours Use of Grounds and Facilities

The Principal has the discretion to approve the use of the grounds and other equipment for use by persons and organisations. Where this permission is given a form must be completed and signed.

5.25 Computer/Internet Policy

Children have access to on-line material and e-mail as part of the school's technology program. We believe that computers and the Internet are an important reference and learning tool. It is also acknowledged that there is an inherent risk of accessing inappropriate material, as well as responsibilities that are an important part of computer use. Education Queensland has put in place safeguards and filters designed to block sites with inappropriate content and bad language and all children are instructed to immediately exit any site with inappropriate material. Each child and parent must sign an Internet Agreement and Computer Agreement Form (contained in enrolment pack).

5.26 Publication of Names and Photos

It is necessary to have parental permission to publish children's names and photographs in magazines, school newsletters and local newspapers. The permission form is contained is included in the enrolment form (Appendix 1).

5.27 School Photos

School Photos are taken each year. Photos are issued on a prepaid system where money is handed directly to the photographer in an envelope provided.

5.28 Book Club

The school periodically receives monthly order forms from Aston Scholastic Book Club, whereby children have the opportunity to purchase good quality books at reasonable prices. The order forms are sent home for parents and children to peruse and buy if interested. The school benefits by receiving coupons to purchase books for the library.

5.29 Mobile Library

The Pine Rivers Shire Council mobile library visits the school every second Tuesday. Children and parents are welcome to join this service.

5.30 Student Banking

Children may operate their own Commonwealth Bank Dollarmite savings account through the school banking facility. If not already a Dollarmite account holder, students need to register. Forms are available through the office. Deposit books and money are to be handed into the office each Friday.

5.31 Payment for School Activities

Throughout the year parents will be invoiced for a variety of items or activities. All payments must be in the school-supplied envelope with full details of payment and activity/item. Moneys are to be delivered to the office and place in the "green box" as soon as possible in the mornings.

When paying by cheque the cheque should be made payable to "Mount Samson State School".