



Rathdowney State School



Your Gateway to Better Learning

PROSPECTUS 2018

Our mission is to provide opportunities for all students to develop their academic, social, emotional and physical skills within a co-operative and challenging learning environment. We strive to foster confident citizens who are competent in a global community and have a life-long love of learning.

Something to Think About:

If a child lives with criticism

He learns to condemn.

If a child lives with hostility

He learns to fight.

If a child lives with ridicule

He learns to be sly.

If a child lives with shame

He learns to feel guilty.

If a child lives with tolerance

He learns to be patient.

If a child lives with encouragement

He learns confidence.

If a child lives with praise

He learns to appreciate.

If a child lives with fairness

He learns justice.

If a child lives with security

He learns faith.

If a child lives with approval

He learns to like himself.

If a child lives with experience and friendship

He learns to give love to the world.

INTRODUCTION

This book has been revised in 2017 for the benefit of parents who have children attending Rathdowney State Primary School, and for those who wish to learn something about our school.

School Policies in this booklet were written by the School Staff and the School Advisory Committee, after consultation with parents by way of surveys distributed to all families.

We hope that you find that our Prospectus covers any queries that you might have.

RATHDOWNEY STATE SCHOOL PROFILE

Rathdowney State School is located in the Logan-Beaudesert Education District, 32 kilometres south of Beaudesert. The school serves an area south to the border, west towards Maroon, north towards Tamrookum and east to Hillview.

Rathdowney School community consists of families living on farms and engaged in primary industry (dairying, beef cattle, horses and agriculture); some families who work in the local township of Beaudesert; some who are employed at the Palen Creek Correctional Centre; and some families involved in local catering and tourist industries. There is a significant proportion of unemployed parents, parents engaged in casual work or parents on pensions. Some of the students come from single parent families. There are no children with English as a Second Language background. A significant number of children, in the care of the Dep. of Child Safety, are also enrolled at the school.

Low cost rental accommodation and a caravan park in town ensure that enrolments and transfers are experienced throughout the year.

The community has always been and continues at this time to be very supportive towards the school and very interested and proud of the school's achievements, traditions and physical appearance. The community is invited to participate in special cultural events, fundraising ventures and assist in the day to day provision of curriculum to students. They are also invited to use school facilities. Community response to these invitations continues to grow at this time with the community assuming ownership of the school in very positive way which both benefits the school and the students.

The school consists of multi-age groupings and provides curriculum for Prep to Year 6.

At the time of writing, staffing arrangements are:

- A teaching principal
- 2 primary teachers
- 3 teacher aides
- 1 Admin Officer
- 1 cleaner
- 1 groundsman
- 1 pool janitor
- 1 school chaplain

Visiting support staff to the school include:

- L.O.T.E. Teacher (for Years4-6 Japanese classes)
- Learning Support Teacher
- Physical Education Teacher
- Guidance Officer
- Teacher/Librarian
- Consultants
- Classroom Music Teacher
- Teacher-librarian
- School Chaplain
- Teacher Advisor Educational Adjustment
- Speech Language Pathologist (by appointment)

Because of the relative isolation of the school, the staff members seek every opportunity to attend in-service and professional development courses to further enhance their skills. The majority of teachers and teacher-aides are very experienced, including 2 senior teachers, and teacher-aides most of whom have been involved with the school since before 1990.

Several committees assist with the effective running of the school. These include:

P&C Association
The Student Council (Years 3, 4, 5 and 6)
The Pool Management Committee
Conveyance Committees, as well as Soccer Club.

Many parents volunteer their services to the school in different ways eg help with Tuckshop Duties, Support-a-Reader Programs, School Excursions, Sport Training, Classroom Help, Religious Education, Gardening/Grounds, Craft Activities etc.

The School's Drum and Fife Band is a long-standing school tradition. It celebrated its 50th Anniversary in 2013 and it is unique in this area as it is the only fife band within the Beaudesert Cluster. The band is asked to play at different community, street marches, show days and functions.

The school is well resourced materially, both in hands-on resources for students in all curriculum areas (especially in Maths and English) and teacher reference materials for staff. Aboriginal and Torres Strait Islander students are supported by government funding. The school is also a member of the "Dare to Lead" alliance of schools.

The school also has a very well-defined excursion policy much supported by the whole community, which allows for all students from Years P-6 to attend 3-8 day excursions annually. To maintain and expand the resources collections and provide for subsidized excursion costs the school engages in active fund-raising endeavours. Among these endeavours, the P&C's catering for functions provides the greatest revenue for the school. Generating the necessary funds to continue to provide for the students at this school continues to be a challenge for this community.

Parent-Teacher interviews are held in conjunction with report card delivery at the end of each semester. A full day for interviews is set aside so that teachers can meet parent/guardians of each child and discuss his/her progress and plan for future development. These days have been regarded in a very positive way by the parents, students and teachers and provide valuable and informed discussion on each child's attainment and social and personal skill development. Apart from these 2 set days, parents are always welcome to make appointments to meet with staff for discussions about their children throughout the year. This school has an open-door policy, and values its close ties with the community.

Results from yearly School-wide testing in P.M. Reading Benchmarks, Prose Inventories, Waddington Diagnostic Spelling/Reading Tests, South Australian Spelling Test and Pat Maths and Literacy Tests are entered on a school database. These tests, in addition to the new National Benchmarking Year 3,5 Tests (NAPLAN), Literacy Continuum, inform school curriculum planning and intervention programs. On average 15%-20% of the school student population requires extra learning support in key basic skills areas. This is provided by support teachers, teacher aides and parent volunteers and intervention programs.

A very well-organized library with a very able library aide as well as weekly lessons from a library teacher, combined with a comprehensive individualised home reading program for all year levels Prep to Year 6 and active promotions by the teachers of literacy skills, have improved the level of literacy among the students markedly.

All teaching classrooms have been extended and refurbished and have reverse cycle air-conditioning installed thus providing a comfortable environment conducive to teaching and learning. Each classroom is fitted with an electronic whiteboard and there is good access for all students to computers for learning. The school also has a 25m in ground swimming pool which is open to the public in out-of-school hours. The school's facilities include a multipurpose building. The building is used as a performance space and activity centre. It is also available for community functions and use. A multipurpose tennis court, large oval, playgrounds and landscaped gardens around the buildings further compliment the comfortable and supportive school environment.

The 8-key learning areas are taught at this school with a greater emphasis on the basic skills of literacy and numeracy. Embedded within the curriculum offered at this school is need to provide for the social, spiritual and physical welfare of each child in addition to catering to his/her academic development.

Respect for the individual, tolerance and catering for the individual needs of students and developing their skills in a stimulating and caring environment is the chief aim of the Rathdowney State School.

2018 TERM DATES

Term	Dates	Length
Term 1	Monday 22 January - Friday 29 March	10 weeks
Term 2	Tuesday 17 April - Friday 29 June	11 weeks
Term 3	Monday 16 July - Friday 21 September	10 weeks
Term 4	Monday 8 October - Friday 14 December	10 weeks

Objectives of Rathdowney State School

The vision of Education Queensland is excellence in Education. Rathdowney State Primary School endorses this vision but also commits to its own Beliefs, Values and Principles.

The school will achieve its Mission Statement through the co-operation of parents, staff, students and other involved persons.

There should be an overarching "sense of community" and mutual "caring" evident in all that the school is and does.

1. LEARNING:

Implement a learning framework to prepare students for living in complex, multicultural, networked societies

- a. It is recognised that schools are for students. The development of each student and the fostering of sensitivity towards each other are of importance. Recognition, appreciation and celebration of difference will be fostered.
- b. The strengths and weaknesses and cultural background of every student will be accepted as a base from which to encourage achievement of excellence at an individual level.

- c. The development phases of students' learning and their different learning styles are recognised in the design, content and implementation of curriculum.
- d. Students should achieve competence in the basic skills of reading, spelling and number.
- e. Students need to develop higher-order thinking skills to prepare them to solve the problems posed by a society subject to constant change and escalating rates of change.
- f. A variety of student assessment (including authentic assessment and diagnostic testing) guides program development, and teacher practice within an intellectually rigorous curriculum framework. Assessment informs students and other stakeholders of individual student learning outcomes through regular, timely oral and written reporting.
- g. As learning is perceived to be a life long process, the children at Rathdowney State School will develop in them a heightened self-awareness and sense of responsibility to themselves and others, in order to become contributing members of the society in which they live.

2 SCHOOLS:

Create learning communities that meet diverse student and community needs.

- a. Students should strive to achieve their potential in a happy, secure, co-operative environment that values their contributions.
- b. Classroom environments that are comfortable, supportive and safe are highly conducive to both teaching and learning.
- c. All internally and externally accessible resources, be they of a financial, material or personal nature, may be used to support the school's teaching and learning.
- d. Evaluation of school curriculum programs will be timely, and ongoing to ensure that Education Queensland goals and local needs are met.

3. SCHOOL WORKFORCE:

Develop a high-quality professional workforce to move the organization to its preferred future.

- a. There is an onus on teachers to use effective pedagogies i.e. (practices) to ensure appropriate learning outcomes for students, to prepare them for life-long learning and active citizenship. This should be done in consultation with all stakeholders and the wider community.
- b. As life-long learners, there is an onus on teachers to continually develop their expertise through timely and appropriate professional development.
- c. There is an onus on ancillary and volunteer staff to support the learning of students through providing teacher and administrative support, maintaining a safe, comfortable learning environment and working with students, parents and the wider community. To do this effectively ancillary and volunteer staff will also need to engage in professional development.

Rathdowney State Primary School

143-155 Mt. Lindesay Highway, Rathdowney 4287

PRINCIPAL: Tina L. van Bennekom
ADDRESS: Rathdowney State School
143-155 Mount Lindesay Highway
Rathdowney Qld 4287
TELEPHONE: 5540 4333
FACSIMILE: 5540 4300
EMAIL: principal@rathdownss.eq.edu.au
WEBSITE: www.rathdownss.eq.edu.au

SCHOOL OFFICE HOURS

8.30am – 4.00pm (Monday to Friday)

It would be appreciated if telephone calls to the principal or teachers could be confined to the hours, 8.30-8.45am; 10.30-11.00am ; 12.30-1.30pm; 3.00-4.00pm, so as not to interfere with classroom procedures.

It would also be appreciated that any monies owed to the School be received on a Monday - Tuesday and Friday when Mrs Hughes is in the office.

TEACHER PLACEMENT

Prep – Yr 3 : MRS KASEY GRAHL
Yrs 3 – 6 : MISS TINA VAN BENNEKOM

SCHOOL TIMES

8:30am: Preparation for school
8:45am: Morning Session
10:30am: Recess
11:00am: Middle Session
12:30pm: Lunch
1:30pm: Afternoon Session
3:00pm: End of School Day

Curriculum

Primary Education covers these broad subject areas:

SUBJECT	MINIMUM TIME	MAXIMUM TIME
Mathematics	5 hours	5.5 hours
Science	1 hour	2 hours
History, Geography, Citizenship	1.5 hours	4.5 hours
Language	7.5 hours	8.5 hours
Art	2 hours	3.5 hours
Health/Physical Ed	2 hours	3.5 hours
Music	1 hour	1.5 hours

THOUGHTS ON EDUCATION

- Co-operation between home and school enables a child to realise maximum growth development
- A child benefits when parents and teachers work together.
- Parental involvement is encouraged for the effective operation of our school.

Parents' Participation in Education

Our school believes that the direct participation of parents in their children's school is very important to their development and we welcome parents' involvement in our school activities.

Research has shown that children of parents who become involved with their child's education have a greater success rate than those who don't become involved:

Ways to become involved:

1. Visit your child's school and talk to his/her teacher
2. Take the opportunity to participate in parent interviews to discuss your child's progress.
3. If you have any questions feel free to discuss them with the school Principal or Teacher.
4. Attend parent meetings (P&C Assoc) which are held on the 3rd Tuesday of the month.
5. Supervise your child's homework, initial it, and discuss with your child what he/she is doing at school.

For the Prep and Year One Parent

To help Prep and Year 1 children make a happy and smooth transition to primary school it would be advantageous if they were able to do the following:

1. Know
 - (a) her/his own name
 - (b) her/his address
 - (c) her/his telephone number
2. Have toilet habits that enable
 - (a) her/him to go to the toilet be herself/himself and
 - (b) She/he knows how to dress unassisted (buttons, shoelaces, buckles and raincoats)
 - (c) she/he is particular about washing hands
 - (d) He should know about urinals (this will be a new experience for most little boys.)
3. She/he should be able to take shoes on and off, to blow her/his nose cleanly and recognise and secure belongings.

4. She/he should be able to take the lid off her/his lunch box, eat lunch, place scraps in the bin and return the lunch box to her/his school bag.
5. She/he should be able to follow simple rules:
 - (a) Not to leave the school grounds.
 - (b) Not to go home (or anywhere else) with strangers
 - (c) To wait quietly for parents or bus after school
 - (d) To go to and from school with older brothers and sisters
 - (e) To observe Road Safety Rules
6. By the time she/he enters Yr 1 she/he should have some basic skills ie the pencil being held correctly, to count to 10, to use scissors and glue, to be able to count out a number of objects unassisted.
7. On entering Yr 1, she/he should be able to recognise their written name, and it is essential that all clothing and school belongings be clearly marked.

READING IN PREP – YEAR 6

Our Prep and Years, 1, - 6 reading program entails the children taking a reading book home each night. Prep children will have a graduated entry into the school's reading program with children "experiencing reading" on a regular basis, but this will be dependent on the individual child's readiness and the classroom teachers' judgement. There is a "Reading Mate" book accompanying the reading program which we would ask you to sign after hearing your child read his/her book to you each night. The reading book needs to be returned to school the following day, so that your child can read the book to the teacher before receiving a new book to take home. At first, your Prep or Year 1 child may be taking home books with no words. The idea is that the child tells his/her own story to match the pictures in the book. This is to introduce the idea of what reading and books are all about before introducing words. Once your child starts to read books with words we don't expect them to be word perfect for the entire story as long as the children give reasonable substitutions for difficult words so that they fit with the meaning of the text.

Personal reading inventories are kept for each Prep to Year 6 child. It is anticipated that most children will have completed all the levels of reading books in the first of their personal inventories by the end of Year 3. Thus, most children should be confident and independent readers as they enter Year 4 at this school.

We have found this scheme most beneficial in developing good reading skills in young children. However, for each child to benefit, it is necessary that parents set aside a little time each night to hear their child read his/her book and, in the case of older children, to discuss the reading they have done each night, and to ensure that the book is returned to school each day.

If you are unsure of how your child is coping or of what is expected at any stage please don't hesitate to see the principal or the class teacher involved.

ABSENCES

In the event of your child being absent, please

- (a) telephone the school;
- (b) write a note in your child's communication booklet on the day he/she returns to school, clearly stating the reason for the absence.

LIBRARY

The school library is available to all school children, parents and secondary students if they make special arrangements with the school Principal.

These are the numbers of books children in different year levels may have at anyone time:

Prep to Year 2 - **3**
Years 3 to 5 - **4**
Years 6 - **6**

The books may be kept for 2 weeks, but children often change them more often. Loans can be extended if necessary.

Library borrowing day is Tuesday for all year levels. It would be helpful if you could ensure that library books are returned to school on that day. It helps also if children have a special place at home to keep their library books.

Children should all have a library bag to protect their books. Special Rathdowney School Library bags are available to be purchased from the school, but any other suitable bag may be used.

Children of all ages in primary school enjoy sharing books with their families.

TEXT BOOKS

The school operates a Student Resource Scheme and all requirements for the school year are supplied from this.

The Student Resource Scheme levy for 2018 is \$130.

This levy covers all workbooks, pads, pencils, glue etc required for the year as well as the use of items such as scissors, dictionary and atlas.

If for any reason parents do not wish to participate in the student resource scheme they should advise the school administration on the first day of school and these items will not be issued to their child.

The Student Resource Scheme is heavily subsidised by the school general account.

TRANSPORT

School bus run services the areas of Palen Creek, Maroon Rd- Barney View, Innisplains and Running Creek. If your child is to travel on one of these buses please contact the bus operator – listed below and you will be given a form to fill in with particulars ie child's name, address, distance from school, age etc.

Bus Operators:

PALEN CREEK/RUNNING CK.: Ned Hill (0438446867)
INNISPLAINS/TAMROOKUM CK: Ned Hill (0438446867)
BARNEY VIEW: Ned Hill (0438446867)

Mr Hill also provides for a small fee a morning and afternoon run for children from the town area. Healthcare card -holders receive a Government subsidy.

If your child travels to and from school in a bus please assist us by seeing that your child observes these rules:

1. He/she proceeds to the designated waiting place for the bus.
2. If there is a need to visit the toilet he/she must ask the teacher or teacher aide on duty for permission to leave the bus waiting area.
3. If you wish to collect a child who travels on a bus would you please notify the school of your intentions, either by telephoning the school or sending a written message (use the communication booklet). Please do not send verbal messages with the child.
4. Please try to make firm arrangements with your child before he/she leaves home in the morning.
5. Young children often become confused if their usual travelling arrangements are changed ie "I MIGHT pick you up from school." Once again please use the communication booklet so that the staff can reassure your child that Mum/Dad will either be there to pick him/her up or that he or she will be going home on the bus as usual.
6. Approximate morning arrival and afternoon departure times are:

PALEN CREEK / RUNNING CREEK	8.30AM	3.15PM
INNISPLAINS / TAMROOKUM CK.	8.30AM	3.30PM
BARNEY VIEW	8.20AM	3.15PM

Conveyance Allowance

Parents who transport their children by car to connect with a school bus service can in some instances receive a conveyance allowance. There is a minimum kilometric distance to be travelled to the bus and you should contact the principal or the School Transport Officer, Dept. of Transport.

UNIFORMS

Rathdowney State School has a dress/sport and winter uniform which students are encouraged to wear. Particulars of this can be found in the School Policies section of this booklet.

TUCKSHOP

Tuckshop is held each Wednesday at lunchtime. This is manned by volunteers and notices calling for volunteers are sent out at the beginning of the school year. Parents who would like to help either on tuckshop day or make cakes to sell are invited to fill in the return form and send it back so that a roster can be made up. Prices will be advertised in the "School News" at the beginning of the year.

COMMITTEES AND CLUBS

Parents and Citizens Association

This school has an active P & C Association that openly invites any interested parents or citizens to discuss the educational future of the next generation. Meetings are held on the third Tuesday in each month at 6.00pm. Attempts are made to keep meetings to an hour and a half duration. In general meetings are well attended and we hope to see you too on a regular basis.

If you require further information on P & C activities please refer to the information page for Office Bearers' names and telephone numbers.

Because of the guidelines in the P & C Constitution, to be eligible to vote at a meeting, at least one prior meeting needs to have been attended in that year.

Health & Safety Committee

Closed Committee - Members of the school staff

Purpose: to oversee and maintain the safety of the workers and pupils and ensure that it meets requirements as set out in the Work Place, Health & Safety Act.

The Committee meets once a term as part of the school's weekly staff meeting.

Pool Management Committee

Closed committee consisting of a representative from the P & C Assoc, a representative from the Beaudesert Shire Council (the elected representative), School Principal, a Community Representative. Meetings are held at least 4 times during the swimming season with one being held at the beginning of the season.

Purpose: to oversee the running and upkeep of the pool and its facilities – see information sheet.

Soccer Club

Social Club: Provides weekend competition matches against other clubs. Training is held on the Memorial Grounds Oval once a week – the day is decided each year. The club is open to girls and boys from age 6-13 years

Drum & Fife Band

Rathdowney has a fine Drum and Fife Band which has been operating continually for over 50 years. The band performs at a number of local functions ie Anzac Day, sporting carnivals as well as, on occasion, in Beaudesert.

Girls and boys can begin learning the fife from Year 3. Uniforms and fifes are supplied.

AVAILABILITY OF SCHOOL FACILITIES FOR PUBLIC USE

The school facilities are available for persons or groups who wish to use them eg tennis courts, play area, library, swimming pool, school hall etc. However, prior permission must be obtained from the principal before the use of school buildings and major items of equipment. If the use of grounds or classrooms is required, a deposit from the group may be requested. The deposit will be returned when:

- (a) The venue is left tidy
- (b) All equipment is returned to its original location
- (c) No equipment is damaged

To cover the cost of electricity, there is a small charge for the use of the tennis courts when the lights are used for night time activity. The pool and the hall are also available for private hire by arrangement with the school.

INFECTIOUS ILLNESSES

Parents may find the following extract helpful when illnesses occur. The following is an extract from the Exclusion Table of Infectious Diseases approved by Education Queensland.

Chicken Pox

Should be excluded for at least seven days after the beginning of the illness and until the last lesion has healed.

Measles

Should be excluded for at least seven days from the appearance of rash or until medical certificate of recovery is produced.

Mumps

Should be excluded for at least fourteen days after the onset of symptoms.

Rubella (German Measles)

Should be excluded for at least seven days from the appearance of the rash or until a medical certificate of recovery is produced.

Whooping cough

Should be excluded for four weeks unless a medical certificate is produced.

Impetigo (School Sores)

Not to be excluded if covered

Ringworm

Not to be excluded if lesions are covered

Head Lice

Exclude until treated

INFORMATION SHEET FOR 2018

Please note that the P&C's AGM is held in February and a new executive will be elected at that time, so details printed below may change

P&C EXECUTIVE (2017)

President:

Vice Presidents: Angela Scott-0431 833 999

Secretary: Wes Kroll

Treasurer: Sorelle Routledge –0400 170 258

Bookkeeper Cheryl Peach - 5544 1010

Uniforms: Jenny Baker - 5540 4333

POOL MANAGEMENT COMMITTEE

Councillor Virginia West, Miss Tina van Bennekom,
Mrs Karen Masen and Mrs Kayleen Wright.

SCHOOL BANKING

Kaylene Wright

POLICIES OF RATHDOWNEY STATE PRIMARY SCHOOL

Our mission is to provide opportunities for all students to develop their academic, social, emotional and physical skills within a co-operative and challenging learning environment. We strive to foster confident citizens who are competent in a global community and have a life-long love of learning.

UNIFORMS

RATIONALE

Rathdowney State School, Teachers, Students and Parents believe that the wearing of a school uniform develops school identity and pride and enhances student's personal self-esteem. It gives parents an affordable alternative to providing non-uniform clothing for their children.

PURPOSES

- *To develop school identity
- *To enhance school pride
- *To develop equity among students from different socio-economic backgrounds
- *To encourage children to develop personal pride in their appearance
- *To provide practical and affordable school wear for all children

GUIDELINES

- A. All Rathdowney students are actively encouraged to wear school uniform to school and on school excursions.
- B. The school uniform will consist of the following:

SUMMER/SPORTS UNIFORM

Unisex maroon polo shirt with grey trim on collar and school emblem on the chest

Girls : Maroon a-line skirt or unisex maroon shorts

Boys: Unisex maroon shorts

Black shoes with grey or white socks

Shirt, shorts, skirt and hat can be purchased through the school.

WINTER UNIFORM

Boys & Girls: Maroon tracksuit

Black shoes with grey or white socks

School hat

SWIMMING

All students are to wear swim shirts over their swimming costumes for school swimming lessons and events. Swim caps for girls with long hair are advised. All students must wear sunscreen on swimming days.

FOR SCHOOL EXCURSION AND SPECIAL DAYS AT SCHOOL

- A. The choice of type of uniform to be worn will depend on weather, type of venue to be visited and activities to be engaged in. Therefore the choice will be advised prior to the event by the supervising teachers.
- B. At all times and on designated sports days, school uniform is to be worn.
- C. Changes to the present uniform will be gradually phased in.
- D. Children are required to wear hats when attending school and school functions.
- E. We actively encourage children to wear shoes to and from school.
- F. It is most desirable that each and every item of clothing worn to school is easily identified by being labelled with, at least, the child's surname.

THE FOLLOWING ARE ACTIVELY DISCOURAGED:

- A. The wearing of any jewellery other than studs or sleepers for pierced ears.
- B. The wearing of jewellery of any kind is not permitted in the school swimming pool.
- C. Extreme hair styles and artificial colouring, long hair that is not tied back (below shoulder length).
- D. The wearing of singlet tops for health reasons ie sunburn/skin cancer.
- E. Wearing of make-up including nail polish while attending school/school excursions.

EXCURSIONS

RATIONALE:

Rathdowney State School believes that students' learnings are enhanced by the provision of first-hand experiences of real life situations both within their local environment and further afield, and that the students' social skills are developed by the provision of interactive experiences both similar to and different from those to which they may be accustomed.

PURPOSES:

*To stimulate, support and enhance the learning that takes place in the classroom.

*To provide first-hand experiences of real-life situations.

*To allow the students to grow in that special awareness and enthusiasm that comes from "being there".

*To allow students to test ideas, gather information and to develop skills and understanding that result from first hand experiences.

*To contribute to the development of the students' social skills of guidelines, personal responsibility and common sense in a setting and routine outside the normal school environment.

*To provide parents with special insights into the curriculum and its aims.

GUIDELINES

*Prep-3 students to undertake a 3 day excursion to Brisbane and surrounds annually

*Years 5-6 students to undertake annual excursions to various venues on a 3 year rotation as follows:

YEAR 1: Sydney/ Canberra (up to 9 days)

YEAR 2: Moreton Island Camp 3-4 days.

YEAR 3: Whole school Brisbane excursion up to 5 days Years 5-6

As the cost is directly related to the number of students attending excursions, the cost per student should be kept to a minimum to allow the majority of students to attend.

*The Student Council is to be encouraged to raise some funds towards the excursions annually as part of their activities.

*The P&C Assoc. is to be approached annually to help with fundraising for the excursions thus helping to subsidize costs for the excursions.

*Organisers of the Prep -3 excursions are to ensure that the venues visited in these annual excursions are varied to ensure a wide range of experiences over 4 years.

*Organisers of the excursions are to ensure that all departmental safety guidelines are met.

*Where numbers allow for all but the Moreton Island camp, parents are invited to accompany students on excursions in a supervisory capacity.

*One-day excursions may be held throughout the year, the number, times and venues of these will be at the discretion of the principal.

*The type of dress for students on excursion, personal luggage and other requirements will be decided by the excursion organisers.

*Organisers will ensure that students and supervising adults are fully informed about the procedural and educational requirements and standards of behaviour expected at times during the excursion.

HOMEWORK

RATIONALE:

Rathdowney State School believes that homework forms an integral part of our school's curriculum and its liaison with parents. Students have a present need to constantly revise and consolidate new learnings. Furthermore, they have a need to learn skills in time management and study habits which will lead them towards becoming successful, independent learners in the future. Students are more likely to attain their optimum learning potential when parents work in partnership with the school.

PURPOSES

1. To practise basic skills and concepts.
2. To develop skills in independent investigation.
3. To consolidate work currently undertaken at school.
4. To develop personal study habits and time management skills.
5. To develop self discipline.
6. To make parents aware of work currently undertaken at school and involve parents in discussions with the students about their schoolwork.

GUIDELINES:

- A. All students are expected to complete daily homework tasks on weekdays, with reading being the only homework task on weekends.
- B. Time allocations, daily homework, for the average student working diligently, are as follows:
- | | |
|-------------------|--------------------------|
| Prep Year 1 and 2 | up to 15 minutes |
| Years 3 and 4 | up to 30 minutes |
| Years 5 and 6 | 30 minutes to 40 minutes |
- C. Prep and Year 1 students will have reading homework only on a regular daily basis but may occasionally be asked to complete an additional small task, such as finding a picture or learning sounds or sight words.
- D. Years 2 will have reading on a daily basis. In addition, short number (learning of number facts) or word activities, such as spelling may also be assigned. However, the emphasis is on reading as the most important component of the student's homework in these year levels.
- E. Years 3 to 6 students will complete daily homework tasks involving a revision of maths, spelling and language work currently being undertaken in school time. Reading on a daily basis also forms a part of the students' homework at these year levels.
- F. Occasionally students in Years 3 to 6 may have to complete a special assignment, which has been added to their daily homework in order to encourage them to develop study/time management skills. In these cases students will be given up to 1 week to complete their assignments.
- These "special" assignments could include such things as science and social studies projects.
- G. Parents are encouraged to discuss homework with the students. However, it is not in the student's best interest for parents to complete their children's homework tasks.
- H. Parents are asked to monitor and sign the student's homework.
- I. Should students have difficulty in completing assigned homework tasks, the parents are asked to contact the school regarding the matter. (Appointments can be arranged regarding major concerns.)

NOTE

This policy has been developed in cooperation with the Parents (survey), Staff and the School Advisory Committee.

SPELLING

RATIONALE:

Spelling is a developmental process and is learned by students as they engage in real life or life like situations. It is still directly related to the student's experiences in reading and writing and like all other areas of learning students will display abilities and progress at different rates.

PURPOSES:

*To meet society's expectations of correct standard Australian spelling, as judgements about an individual's level of written proficiency are often made on spelling ability alone,

*To help develop skills in clarity and proficiency in written communication.

*To enhance the student's confidence in their own writing ability by developing spelling skills (thus helping to build self-esteem).

*To develop a positive attitude to spelling by:

- recognising that standard spelling assists with the comprehension of written text
- recognising that standard spelling demonstrates respect for the text and the reader.

*To promote the development of a greater understanding of the structure of our language.

GUIDELINES:

*The Spelling Program is an individualised one catering for students from Years 1 to 6.

*The Program consists of a

- (a) core lists drawn from the Australian Curriculum and the "Spelling Conventions" program
- (b) theme lists
- (c) personal word lists.

*Words are studied using the "Look, Say, Cover, Write, Check" method

*Words to be studied are presented with the whole class and individual lists are developed according to the student's needs.

*Learn to spell strategies are taught as an essential component of this spelling program.

ie- noting, when reading, researching and note-taking the spelling of words likely to be needed later.

- trying alternative spelling
- breaking words into syllables
- identifying base or root words

- synthesising phonic elements (sound out)
- using mnemonics (memory aids)
- consulting resources

*As often as possible spelling should be a written activity as we only use spelling when we write.

*Students should be encouraged to take risks in solving problems of spelling and develop strategies to verify their attempts (eg referring to dictionaries, word lists, other people etc.)

*In spelling, students naturally progress through a series of well-documented developmental stages i.e.

- invented letters
- conventional letters
- conventional letters – no spaces
- conventional letters – with spaces
- invented words using developing knowledge of alphabet sounds and shape of words
- conventional words using developing knowledge of word structure and phonics

The development of spelling skills will be assessed through regular testing with peers and by teachers as well as teacher observations of the application of these skills in the children's writing.

COMMUNICATION POLICY

RATIONALE:

Rathdowney State School believes that for our school to serve its students efficiently it needs to have various forms of communication between home and school. This is to provide the parents, staff and wider base community with accurate information regarding each student's individual progress and needs, as well as informing the community of school activities involving the students. A wide variety of communication channels are established within our school to encourage positive community involvement for the benefit of all the students.

The Communication Policy contains the following:

- PRINCIPAL'S REPORT TO PARENT GROUPS
- COMMUNICATION BOOKLETS
- PARENT/TEACHER REPORT / INTERVIEWS
- NEWSLETTER and SPECIAL NOTICES.
- PARENT INFORMATION SESSIONS
- SCHOOL WEBSITE and EMAIL

Note: This policy has been formulated by the School Advisory Committee with the parents of Rathdowney State School through surveys and discussions.

PRINCIPAL'S REPORTS TO PARENT GROUPS

PURPOSES:

1. To inform parent groups, namely P&C Assoc. about school activities on a regular basis.
2. To seek parental support and feed back for school endeavours.
3. To encourage a positive attitude towards the school and its activities.
4. To seek parental involvement in the school and its activities

GUIDELINES

1. The Principal will provide a written or oral report on the school's activities at each P&C meeting.
2. Members of the P & C are invited to discuss and clarify (through questioning) items in the Principal's reports.
3. Reports may be written or given in such a way as to invite support / involvement from the P & C.
4. The report may table both past school activities and inform the meeting of future school activities.

PARENT / TEACHER REPORTS / INTERVIEWS

PURPOSE:

1. To inform parents of each student's progress.
2. To provide a forum for 2 way communication between parents and school staff
3. To encourage a positive attitude towards the school and its activities.
4. To strengthen the bond between school and home to ensure that each child has the opportunity to develop to his/her full potential.
5. To inform parents of ways in which they can help their children.

GUIDELINES

*Official Parent/Teacher Interviews and accompanying written reports will be conducted at the end of each semester

*Interview times are negotiable

*In the case of special needs students, parent/teacher interviews may be conducted at the time when the problem arises or as may be required.

*When interview appointments are made parents are requested to arrive 15 minutes before each child's interview time to allow them to peruse their children's work and reports before the interview.

*Because of time restraints interviews will be limited to 10 minutes per child on interview days but parents or teachers may request a longer interview at some other time.

*It is advisable that teachers have work samples, tests, workbooks, anecdotal records, checklists and any other pertinent materials present at the interview for easy referral.

*For incidental interviews, other than simple messages, parents are requested to make appointments with the teachers concerned particularly for lengthy or in-depth interviews.

*Appointments for interviews with the principal can be made for matters other than routine classroom matters (eg school policy matters or matters of a very serious nature).

*Reports may be taken away from the school after interviews each semester.

*Photocopies of each student's report card, in addition to the record on OneSchool, will be retained in the student's personal file which is passed on from teacher to teacher and remains the property of the school while that student is enrolled.

COMMUNICATION BOOKLETS

PURPOSE

*To provide for 2-way communication between home and school

*To develop positive relationships between home and school

*To provide a record of significant factors relating to each student's development and individual situation.

GUIDELINES:

1. Communication booklets are intended for use by school staff and the student's guardians.
2. Communication booklets are provided by the school at the beginning of the year and are intended to be sent home and returned daily.
3. Communication booklets are checked daily by parents and teachers.
4. Communication booklets can be used to communicate on such things as illness, progress in school, absenteeism, family situations, special achievements, problems etc.
5. Entries in communication booklets will remain confidential between school staff and the student's family.

CONCLUSION:

As a result of having this system of communication students are encouraged to develop a greater sense of responsibility in that they are required to present the booklet on a daily basis. Another result is that positive relationships are developed between home and school.

PROTOCOL FOR PARENTAL CONCERNS

From time to time parents will have concerns about their children's schooling. It is therefore important that an avenue of communication is available for parents to share relevant information with teachers and/or principal so that reasonable outcomes may be achieved and concerns may be addressed and resolved.

Most concerns arise from matters that occur in schools, so every effort must be made to resolve them in schools. Agencies outside the schools, including district office, should be approached only on rare occasions to assist with the resolution of such concerns.

Relevant Departmental Personnel and Elected Representatives will be informed of our Protocol for Parental Concern so that should they be directly contacted they will redirect these concerns to the school.

Parents may have concerns about:

*academic progress (learning difficulties, special needs);

*disciplinary actions:

*teaching methods

*interpersonal difficulties (student relationships with teachers and/or other students):

*intrapersonal difficulties (motivation problems, support needs, psychological problems)

The appropriate procedure for dealing with concerns:

- (1) Parent discusses the concern with the class or subject teacher by
 - *arranging a mutually convenient interview time.
 - *clarifying issues involved in the concern at the beginning of the meeting (or prior to the meeting if possible)
 - *sharing available information about the problem
 - *giving the teacher an opportunity to tell all he/she knows of the problem.
 - *taking steps to resolve the concern (even if a resolution does not occur there may be useful exchange of information)
- (2) Parent discusses the concerns with the principal.

If the concern is not resolved satisfactorily following discussions with the teacher, then it should be taken to the school principal. Alternatively, the parent and the teacher may agree to ask the principal to act as mediator in an attempt to resolve the concern.

However, if the concern does not involve the class or subject teacher, the parent should take it directly to the principal.

Through clear communication and good will by all parties, uncomfortable situations can be turned into opportunities to find mutually satisfactory resolutions to concerns, then potential losses can be turned into wins for all involved.

Getting the Best for Your Child

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

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

Concerns should initially be directly to the teacher involved or lodged directly with Miss Tina van Bennekom as principal.

If the problem cannot be resolved within the school, you should contact Logan/Beaudesert District Office at Herses Road, Eableby 4207, Ph 3804 9666.

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

As a part of this process, Samantha Knowles, who is Assistant Regional Director (South East Region), will be notified and involved if needed.

Parents or caregivers may also wish to contact the Queensland Council of Parents and Citizens' Associations (QCPCA) on 33523900 or visit their website www.qcpc.org.au for help and support.

Both the QCPCA and District Office have access to the Office of State Schooling, which administers the operation of all Queensland State Schools, to further resolve issues if required.



Rathdowney State Primary School

143-155 Mount Lindesay Highway
Rathdowney Qld 4287

Phone: (07) 5540 4333 Fax: (07) 5540 4300 Principal: Tina van Bennekom
www.rathdownss.eq.edu.au

RATHDOWNEY STATE SCHOOL

COMPLIMENTS FORM

Directed to (teacher or principal):.....

Adults name:.....

A brief description of your compliment:

.....
.....
.....
.....
.....

If you wish, for confidentiality purposes, this form should be placed in an envelope with the name of the person it is directed to on the front.



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RATHDOWNEY STATE SCHOOL

CONCERNS PROCEDURE FORM

Directed to (teacher or principal):.....

Child's name:.....

A brief description of your concern:

.....
.....
.....

Phone number:.....

Contact time:.....

The person to whom this form is directed shall contact you at the above phone number to arrange an interview time.

If you wish, for confidentiality purposes, this form should be placed in an envelope with the name of the person it is directed to on the front.