Dear Parents and Carers,

At Gympie Central State School, we believe that every child has the opportunity to excel and strive for improvement. We use every resource available to us to make a difference in a student’s education.

Our staff are creative, innovative and passionate people who genuinely love what they do and care deeply about the children in their charge. The curriculum presented is well thought out and planned to ensure student engagement, growth and development. Teachers vary students’ experiences through the use of multiple strategies that include, but are not limited to theory, practical, I.C.T, sport and excursions.

Through national funding, our school is able to provide the additional service of a private speech pathologist and teacher aide time to further develop our early years of education. Our teachers are friendly and courteous and always go the extra mile for the children in their class.

Gympie Central is also a school where we like to encourage students to explore their creative side, teaching an appreciation of art and music through structured lessons, live performances and excursions to exhibitions both locally and in Brisbane. We also operate a Strings program (available from year 3 - 6) and a Woodwind, Brass and Percussion program (in year 4 - 6).

Our students are commended on their behaviour whenever they are out of the school and always strive for excellence in every school competition they enter. We use two major strategies to develop behaviour throughout our school “Positive Behaviour Support” and the ‘You Can Do It’ program. Both methods are designed to build student self-esteem and nurture the student’s ability to work as team member.

I invite you to enrol your child at this wonderful school and I am confident you will be happy with the care and attention your child will receive. We also welcome you into the school, should you wish to provide additional support in your child’s classroom as we work together as ‘Partners in Education’.

Since arriving at Gympie Central State School, I have had many occasions to be proud of this school, its staff, students and parent body.

Looking forward to meeting you,

Geoff Pelling
Principal
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STAFF DIRECTORY

PRINCIPAL  Mr Geoff Pelling

ADMINISTRATION OFFICERS  Mrs Sharon Googe / Mrs Deanne Walker

TEACHING STAFF  
Ms Kay Skinner  Mrs Monique Olsen  
Mrs Sally Meredith  Mrs Julie Sandrini  
Miss Meghan Sullivan  Ms Sharron Harcourt  
Mrs Phillipa Hahn  Mr Jordan Boyd  
Mr Jo Barbaro  Mrs Jo Widdop  
Mr Vic Luck  Ms Sandi Gills  
Mr Eddie Grimshaw  Ms Jenny Thomas  
Mrs Ainsley Butler  Mrs Deslea Knox  
Mrs Katherine Palm  Ms Tineke Fish  
Mrs Rhondda Morrow  Mrs Candice Patrick

TEACHER AIDES  
Mrs Janelle Condon  Mrs Leith Wilcox  
Mrs Carol White  Mrs Leanne Turner  
Mrs Carmel Hole  Mrs Micki Bennett  
Mrs Jane Mills  Mr Ken Thorburn  
Mrs Lynda Sutton  Ms Helen Mills

HEAD of CURRICULUM (HOC)  Mrs Ros Wilson  
MASTER TEACHER  Mr Mark Walters

VISITING SPECIALISTS  
Guidance Officers  Ms Gay Toohey  
Behaviour Management  Mr Bruce Mouland  
Speech & Language  Mrs Pam Pitt  
Gympie SEP  Mrs Sandra Lindenberg / Mrs Gaye Martin  
ASD  Mrs Sandy Murray  
SLI / ECD  Mrs Julie Wright  
ESL  Bronwyn Jenkins

GROUNDSPERSON  Mr Peter Burke

CLEANERS  Mr Ken Thorburn / Mrs Vicki Kerr / Mr Paul O'Donnell

SCHOOL CHAPLAIN  Ms Alison Lynch

TUCKSHOP CONVENOR  Ms Stephanie Butler

CROSSING SUPERVISORS  Mrs Vicki Corbett / Mrs Carol White
SCHOOL CONTACT DETAILS

20 Lawrence Street, Gympie Q 4570
Administration Building entrance via O’Connell Street
Ph: 5480 2111    Fax: 5480 2100
Email: admin@gympcentss.eq.edu.au
Office Hours: 8.15 am – 3.30 pm

Student Absence Hotline Ph: 5480 2166

DAILY TIMETABLE

First Bell                        8.50 am
Morning Classes
First Break                     10.50am - 11.30am
Middle Classes
Lunch Break                     1.00pm - 1.40pm
Afternoon Classes
Afternoon Bell                   3.00 pm

2016 SCHOOL CALENDAR

Term 1 (9 weeks)
School Term                      Wed 27th Jan - Thurs 24th March
• Pupil Free Days
• Australia Day                  Thurs 21st & Fri 22nd & Mon 25th Jan
• Good Friday                    Tues 26th January
• Easter Monday                  Fri 25th March
• Easter Vacation                Mon 28th March
                      Fri 25th March - Sun 10th April

Term 2 (11 weeks)
School Term                      Mon 11th April - Fri 24th June
• Anzac Day                      Mon 25th April
• Labour Day                     Mon 2nd May
• Gympie Show Holiday            Fri 13th May
• Winter Vacation                Sat 25th June - Sun 10th July

Term 3 (10 weeks)
School Term                      Mon 11th July - Fri. 16th Sept
• Spring Vacation                Sat 17th Sept – Sun 2nd Oct

Term 4 (10 weeks)
School Term                      Tues 4th Oct - Fri 9th Dec
• Queen’s Birthday               Mon 3rd Oct
• Pupil-Free Day                Mon 17th Oct
• Christmas Vacation            Sat 10th Dec – Sat 22nd Jan 2017
GYMPIE CENTRAL STATE SCHOOL - PAST & PRESENT

HISTORY AND COMMUNITY

Gympie Central State School is in the North Coast Region, located high on Palatine Hill in the heart of Gympie, easy walking distance from the main business centre. The buildings are traditional in design, though the classrooms have been opened up to allow for flexible teaching spaces. Gympie Central SS was 146 years old in 2015. During Gympie Central SS’s history, many new buildings and facilities have been added to the original school buildings with a maximum number of 317 students in the 1990s before a number of independent schools opened in the area. Gympie Central SS has an active P&C with a healthy schools tuckshop menu and breakfast club, well attended meetings and a well organised fundraising program.

There is a small percentage of the student body that are transient, accessing the cheap rentals available in areas surrounding the school. The majority of students attend Gympie Central SS for many years and attend local Gympie high schools. We have a small number of students who identify themselves as Aboriginal (less than 10%) and less than 5% of children have English as their second language.

Gympie Central SS is an outreach school that receives support from Gympie South Special Education Program, for less than 5% of students and as many students awaiting new verifications. Gympie Central SS provides a special educational program for less than 10 students.

Gympie Central State School is part of the Gympie Alliance of state schools and accesses the area for sporting carnivals, interschool sport, professional development and support, educational specialist teacher support, as well as guidance and behaviour support officers.

Input from the school community, staff, students, parents, P&C, school management team and local consultative community has ensured a whole school approach when implementing our four year strategic plan to the key priority areas.

STRATEGIC PLAN

• VISION
  ♦ Our purpose is to provide quality education for every student at Gympie Central SS.

• PRESENT & FUTURE GOALS
  ♦ Literacy and Numeracy — attain and exceed national minimum standards and improve relative scale scores for individual students.
  ♦ Attendance and Punctuality — improve attendance rates for all groups through closer monitoring of attendance and by making our school an interesting place to be.
  ♦ Excellent Teaching & Learning — school program focus on targeted and explicit teaching, are in line with the National Curriculum.
  ♦ Student Wellbeing — enhance our current school culture so that it is strong, dynamic and supportive.

• BELIEF
  ♦ Every child needs support
    ◆ Learning support
    ◆ Behaviour Management strategies
    ◆ Guidance Officer
    ◆ School Chaplain
  ♦ School has good proactive strategies
    ◆ Co-operative learning techniques being taught by specialist staff
    ◆ Social Emotional Learning program incorporating PBS and the You Can Do It Program
  ♦ Communication with parents
    ◆ School contacts parents with incidents or issues students have at school
    ◆ Parents contact school/staff with concerns or issues out of school
  ♦ Respect of all religious and cultural beliefs
    ◆ Consideration of different perspectives in curriculum offering
**SCHOOL RULES**

Our Responsible Behaviour Plan outlines our system for encouraging positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Gympie Central SS to create and maintain a positive and productive learning and teaching environment, where students are engaged and make a valuable contribution to the school community.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be Respectful**
- **Be a Learner**
- **Be Safe**

**BEHAVIOUR MANAGEMENT PLAN**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Consequences/Strategies (DEALT WITH BY STAFF MEMBER)</th>
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<tr>
<td>Calling out, harassment, teasing, disruption</td>
<td>What are you doing?, What are you supposed to be doing?, What should you do now? Buddy Classroom</td>
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<tr>
<td>Mis-use of equipment</td>
<td>Stay in (miss out on some play time)</td>
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<tr>
<td>Swinging on chairs</td>
<td>Walk with staff member on playground duty</td>
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<tr>
<td>Unwanted physical contact e.g. slapping, wrestling</td>
<td>Pick up litter</td>
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<tr>
<td>Spitting</td>
<td>Re-direct</td>
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<tr>
<td>Running on veranda, walkways</td>
<td>Stop/think/do</td>
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<tr>
<td>Inappropriate language</td>
<td></td>
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<tr>
<td>Disrespect, defiance, non-compliance</td>
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<table>
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<tr>
<th>Level 2</th>
<th>Consequences/Strategies (ADMIN SUPPORT)</th>
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<tbody>
<tr>
<td>Persistent behaviour from Level 1 not responding to strategies</td>
<td>Continue, adapt or modify strategies from Level 1</td>
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<tr>
<td>High level inappropriate language/swearing</td>
<td>Office notified of inappropriate behaviour choices (at a convenient time)</td>
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<tr>
<td>Higher level physical contact e.g. biting</td>
<td>Onschool entry and admin notified</td>
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<tr>
<td>Spitting at people</td>
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<th>Consequences/Strategies(refer directly to ADMIN)</th>
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<td>Abusive language</td>
<td>Immediate referral to office with Onschool Entry</td>
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<td>Dangerous objects at school</td>
<td>Admin Decision:</td>
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<td>Fighting</td>
<td>Detention - restitution</td>
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<td>Physical aggression</td>
<td>loss of privilege/recess - buddy classroom</td>
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<tr>
<td>Continual defiance, disrespect or non-compliance (requires documentation e.g. anecdotal evidence)</td>
<td>parents notified - time in office</td>
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<td></td>
<td>individualised instruction - in-school suspension</td>
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<td></td>
<td>out-of-school suspension - proposal to exclude</td>
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<tr>
<td></td>
<td>recommendation to exclude</td>
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**Please note:** Student Disciplinary Absences are to be used only after consideration has been given to all other responses.

All schools in the Gympie Alliance are committed to a Code of Behaviour Plan. This means, regardless of which school your child attends, this code will be consistently adhered to.
PROCEDURES AND ROUTINES

ATTENDANCE & ABSENCES - Our Student Absence Hotline is 5480 2166

Regular attendance is considered imperative for success at school. Gympie Central State School has a computerised record-keeping program and is required to account for student absences. To comply with regulations and show classroom teachers courtesy, parents are asked to provide an explanation regarding a child’s absence e.g. phone call, note or email. Please note – regular, unexplained absence is reported to authorities.

Children are welcome on the school grounds at 8.15am when supervision is provided. To ensure effective classroom management, students are encouraged to be at school by 8.30am. This allows them time to greet friends, put their bag away, go to the toilet and grab a drink without the rush.

Parents Legal Obligations regarding Enrolment and Attendance

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

A child should be enrolled in and attend school in the year that they turn compulsory school age (six years and six months). Each parent of a young person in the compulsory participation phase has a legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

 Prosecution of one or both parents may occur if the parent(s) do not fulfil their legal obligation in regard to enrolment and attendance of their child at school. An authorised officer from either the school or region can seek consent from the Director-General to prosecute for failure to enrol or attend. *However there are a range of circumstances where the legal obligations of parents do not apply. * http://ppr.det.qld.gov.au/education

When the prosecution involves multiple children (or young persons) at the same school or regional office, the authorised officer must ensure that separate notices and General Briefing Note are prepared for each individual child (or young person).

From time to time a student may be absent from their educational program. *Parents comply with their compulsory schooling or compulsory participation obligation by providing a satisfactory reason for these absences, unless the student is an adult or it is not appropriate to contact the student’s parents, in which case an explanation should be sought directly from the student. Parents should provide a reason for a child’s absence as soon as possible after the absence. *http://ppr.det.qld.gov.au/education

Early identification of students, whose attendance is not regular, is crucial to minimising student absences. *Addressing student absenteeism provides a five step process for improving school attendance. Schools must consider taking reasonable steps to follow-up unexplained absences as soon as possible or ideally within three days of the absence. Schools and regions may need to work closely with other agencies to support parents to meet their obligations in regard to the enrolment and attendance or participation of their child. *http://education.qld.gov.au/studentservices/behaviour/docs/guidelines-chronic_absenteeism.doc

Although not compulsory, Prep is the first year of schooling in Queensland and it is expected that students who are enrolled in Prep attend full-time. However, the prosecution process does not apply to students in Prep unless they are compulsory schooling age. Where there are attendance issues with Prep students, schools should emphasise the importance of attending Prep every school day. Schools may treat a student’s enrolment as having ended only if one or more of the following circumstances arise:

- student has graduated
- student has no remaining allocation of semesters
- student has been excluded or their enrolment cancelled under the Education (General Provisions) Act 2006 (Qld)
- student has enrolled in another school
- student has died
- student has permanently moved interstate or overseas with no intention of returning
- there are indicators which point to the student having voluntarily left the school with no intention of attending the school again in the near future (e.g. school has been advised student has left the school to
undertake an apprenticeship full-time).

**Parents Legal Obligations Regarding Exemption Requirements**

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent must comply with their obligations in respect to compulsory schooling or compulsory participation by either:

- seeking an exemption from their obligation; or
- by negotiating with the Principal to make an alteration to a student’s educational program; or
- by seeking to arrange a flexible arrangement for the student.

**EMERGENCY CONTACT DETAILS**

We need to keep up-to-date records on all children. If at any time, some or all of the information provided on the initial admission form changes, please notify by phone or letter to ensure records are kept current. Thank you for attending promptly to these details.

- Home address and telephone number.
- Work contact numbers for both parents.
- Emergency contacts ie: person to be contacted should parents be unable to be reached.
- Medical information that could affect the child’s progress and/or participation. (eg: having seizures, hearing or sight impairment, heart condition, asthmatic, etc...)

**TRANSFERS**

Before children are transferred to another State School please notify the office and your child’s records will be sent to the new school. Library and other school-issued books and equipment should be returned prior to a student’s departure. Personal books and belongings should be collected/retained for use at the new school.

**VARIATION TO USUAL ARRIVAL / DEPARTURE**

All children who arrive after the first bell at 8:50am are required to be SIGNED IN at the office by a parent or caregiver. They will be issued with a ‘late arrival slip’ which is then given to their teacher on arrival at the classroom. Should a student need to leave throughout the school day (prior to 3:00pm) for an appointment, or they are being collected early for any reason, they must be SIGNED OUT at the office by a parent or caregiver. They will be issued with an ‘early departure slip’ when the child is collected from the office. Relatives and friends (including parents) are NOT to collect students from the classroom or grounds without having followed the above procedures.

**LEAVING THE SCHOOL GROUNDS**

Once entering the school grounds, a child must remain in the school grounds for the whole day. They must not go outside the gate to meet incoming students. Parents should impress upon their children, the dangers to their personal safety and security in leaving the school grounds without permission or whilst being unsupervised.

**BICYCLES/SCOOTERS**

Children with bicycles or scooters should secure them with a lock and chain at the bike rack during the day. Riding a bike/scooter is not permitted in the school grounds. Once in the school yard, the student needs to dismount and walk the bike/scooter to the bike racks. Children should not borrow or lend bikes/scooters.

In the interest of bike safety, children should:

- Walk their bicycle along the footpath in Lawrence Street, until they have crossed Myall Street, School Street or Fern Street intersections.
- Ride down Myall Street rather than O’Connell Street.
- Wear a safety helmet.
- Only ride in single file and never ‘double’ a friend.
- Regularly carry out maintenance to ensure the bike is roadworthy.
• Follow the road rules at all times.

**BUSES**

Primary school children may be eligible to be transported to school by bus. Please contact Polley’s Coaches on telephone 5480 4500 for more information, including bus routes and times. If possible, please phone during the school holidays or early January to ensure your child is set for the new school year.

Queensland Transport, in conjunction with Education Queensland and several other stakeholders, developed the ‘Code of Conduct’ for students, school bus drivers and operators. The following apply for all children catching buses:

- All bus children need to report to the Bus Duty Teacher each afternoon at the designated area/s inside the school grounds, to have their name signed off.
- If not catching the bus it is the child’s responsibility to notify the school.
- Students wait in their bus lines and the teacher supervises the boarding of the bus.

**On-board Bus Safety**

High standards of behaviour are expected on the bus at all times to ensure safety for all passengers. Consistent misbehaviour could result in that child being excluded from travelling on the bus.

**Bus rules that the school reinforces include:**

- Sitting on the bus at all times when a seat is available and the bus is in motion.
- Waiting away from the edge of the road until the bus stops before moving to get on.
- Waiting until the bus moves away from the bus stop before attempting to cross the road so all other road users are aware students are at the roadside.

**PRIVATE VEHICLE DROP OFF AND PICK UP**

Parents are reminded - the speed limit along Lawrence St, Myall St and School/O’Connell St is 40 km per hr from 7.30am – 9.30am and 2.00pm – 4.00pm.

We ask that you assist us in providing a safe environment for our children by:

- NOT PARKING IN ‘NO PARKING ZONES’ - These zones only allow the driver to pull in for a short time (5mins) to drop off/take on passengers. The driver is not entitled to leave the car while here.
- Physically meeting children on the school side of the street.
- Crossing Lawrence Street with the assistance of the Crossing Supervisor.
- Pulling in to the curb to offload children.
- NOT PARKING IN THE SMALL CAR PARK AT JUNIOR END OF SCHOOL AND THE CAR PARK ALONG O’CONNELL STREET. These areas are for staff parking ONLY.

**SCHOOL CROSSING**

We are fortunate to have the services of two very capable Crossing Supervisors to assist students across busy Lawrence Street. Their hours are 8.00 – 9.00 am and 2.55 – 3.25 pm.

Any child wishing to cross Lawrence St. between School St. and Myall St. MUST use the crossing. All adults using the crossing need to obey the same rules as the children. This is an excellent way to set an example for our students.

**LIBRARY / BOOK CLUB**

The school library, located on ground level below the multi-purpose building, provides a happy learning environment for all students. The library is a resource centre containing books and audio visual materials which teachers and students can borrow. There is a central bank of computers, TV viewing / classroom seating, courtyard for listening to music and a games/puzzles areas. All resources are listed on the computer database and children therefore have access to a fully automated Resource Centre. Three items may be borrowed at any time and either renewed or returned after a fortnight. This can be done during class library times, lunchtime or before school. Students are notified if books become overdue. Replacement costs are charged for overdue, lost
or damaged books. Our books need to be well cared for so we require a bag be used to protect any books, DVDs or CDs taken home - A WATERPROOF library bag with a drawstring, velcro or zip closure, is strongly recommended as accidents can occur with wet togs or leaking water bottles.

Ashton Scholastic Book Club operates through the library for all year levels. Students are issued with Book Club flyers approximately 5-6 times each year. Parents may choose to purchase items from the Book Club, usually at discounted prices. Order forms should be completed and returned with the correct payment in an envelope to Office staff. Please ensure the student’s correct name and class is clearly stated.

LOST PROPERTY

All lost property is stored on ground level near the tuckshop. It is the children’s own responsibility to take care of their possessions. At the end of each term, all lost property items are displayed - hopefully for collection; named items are returned to respective owners and any remaining unnamed items are then donated to a local charity.

Parents are encouraged to name ALL of their child’s property!

NEWSLETTERS

Please take time each Thursday to read the ‘Thursday’s Tidings’ which we send home with the eldest child in each family. Through this weekly newsletter we attempt to keep you informed at all times about what is happening in our school. Should you not receive your newsletter, please obtain a copy from the office. If we wish to contact the parents of students involved in a particular activity or excursion, a separate note will also be sent home.

If you would like to receive the newsletter electronically, please forward your email address to the school office. Email us at admin@gympcentss.eq.edu.au

The newsletter is also available on the school website – www.gympcentss.eq.edu.au

PARADE (ASSEMBLY)

This is a time when we gather together for general announcements, performances and addresses from special visitors or guests. School parade is held each Friday at 9:00am under cover in the multi-purpose building. Parents are most welcome to attend and will be notified through the newsletter of any special parades being organised.

SCHOOL PHOTOS

Class photos are taken as a service to parents with the added option of a value portrait pack and/or sibling photos being offered. Full details will be forwarded home via the newsletter when a date has been set.

STUDENT BANKING / MONEY AND VALUABLES

Student banking day is Friday. The P&C Assoc. have wonderful volunteers that process the student banking every Friday which encourages children to regularly save. Children wishing to open a bank account should ask at the office for more information on opening up an account.

Children are requested not to bring sums of money in excess of $10.00 for tuckshop.

All money for excursions, camps, Book Club, etc... can be made by EFTPOS at the school office or a cash/cheque sent to school in a sealed envelope with the student’s name, class, activity and amount written clearly on the front.

Please note that the P&C do not have EFTPOS facilities at this stage, so all payments for uniforms and tuckshop will still need to be made via the tuckshop by cash or cheque only.

If a student has money for a particular reason, it can be taken to the office for safe keeping during the school day. Special personal items or valuables are the responsibility of the owner and we strongly recommend such things are left at home. None of the following are to be brought to school: cassette players, walkmans, roller blades, skates, expensive toys, ipods, mobile phones... If your child does need to bring such an item to school it is to be handed in at the office first up in the morning and collected at 3.00pm. Otherwise, any such items will be confiscated.
**TUCKSHOP**

The tuckshop is open every MONDAY, WEDNESDAY and FRIDAY. The P&C Committee operates the tuckshop, with a convenor responsible for the day-to-day running of the tuckshop and all inquiries should be made to her. Voluntary workers assist and we ask all parents to seriously consider helping out either through the work roster or by donating grocery items. Quality food is offered at reasonable prices and an initial price list will be found in the prospectus or you can request a copy from the office. Further to this, weekly specials and menu changes will always be listed in the newsletter. Children will not be permitted to leave the school grounds to purchase lunch. Should they forget their food, they will be allowed to phone home to arrange an alternative.

The following procedures apply:

**Ordering:**

Yrs Prep-3 – A paper bag showing name, class and order with money sealed inside should be put in the tray labelled TUCKSHOP in the classroom by 9:00 am and monitors take trays to the tuckshop. Yrs 4-6 – A paper bag showing name, class and order should be deposited in the box at the tuckshop counter before school and students pay when they collect their lunch at break times.

**Collection:**

Yrs Prep, 1, 2, 3 – Class monitors collect the lunch trays from the tuckshop and deliver them to their class teacher for distribution. Yrs 4 – 6 – Individuals go to the tuckshop to collect their lunches.

**Iceblocks / Frozen Foods / Chips**

Yrs Prep – 3 – Orders are placed and paid for with lunch orders. Children must show their paper bag to obtain these items when they are ready to eat them. The teacher on duty will signal when children may move to the tuckshop to receive these items.

Yrs 4 – 6 – Children purchase over the counter.

**Healthy eating habits**

Gympie Central School, with the support of parents:

- encourages children to eat healthy food
- promotes dental hygiene to reduce the incidence of tooth decay
- develops an awareness of the link between healthy eating, brain function, learning and work habits.

Parents can encourage their children in healthy eating by packing nutritious lunches and discouraging snack food high in sugar and additives. BUBBLE GUM / CHEWING GUM ARE NOT ALLOWED.

**UNIFORMS**

It is expected that every child will wear the correct school uniform. A school uniform encourages:

- A safe environment for learning by enabling ready identification of students and non-students of the school.
- An effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school.
- A sense of belonging at Central School
- Mutual respect among individuals at school by minimising visible evidence of economic, class or social differences.

Children CANNOT, unless they are wearing the correct school uniform, represent our school for sport or academic purposes. (The school may provide uniforms for those children who are unable to obtain their own so that they may attend school activities if they are entitled to do so.)
If a student is unable to wear our school uniform for a particular reason, clothing must be modest and practical.

Boys & Girls Clothing items:
Blue polo shirt with school logo and navy rugby knit shorts. White/blue short socks and dark shoes are worn with the uniform. Blue sweatshirts / zip jackets are worn during winter. Please name all items of clothing.

The following are available for purchase from the school office:

- Polo Shirts (with the school logo) $25.00
- Rugby Knit Shorts $10.00 (limited stock)
- Skorts $10.00 (limited stock)
- Hats (Reversible House Colour) $15.00 / (Plain Navy Hat $12 limited stock)
- Zip Front Jackets $25.00
- Library Bags $10.00

DRESS STANDARDS
- Makeup, fingernail polish and jewellery are not allowed, except for a watch, ring of personal or religious significance and earrings in the form of sleepers or studs.
- Hair Cuts need to promote a neat and sensible image and should be kept clean and neatly combed.
- Closed-in shoes are to be worn. Thongs are NOT allowed for safety reasons.
- A “no hat, no play” policy is in place so a broad-brimmed hat is mandatory – please refer to the following Sunsmart Policy.

Sunsmart Policy

Rationale:
While Queensland has the highest rate of skin cancer in the world, research suggests that at least two thirds of all melanomas could be prevented if children were protected from the sun in their first 15 years. Most skin damage and skin cancer is preventable. Ultraviolet radiation levels are highest during the hours children are at school. With this in mind, Gympie Central School realises the need to protect children’s skin and to educate them about Sunsmart behaviour, thus reducing the risk of skin damage from the sun.
Aims:
This policy aims to provide:

- ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- environments that support Sunsmart practices.
- organisational procedures that support Sunsmart practices.

Strategies:

Educational:

- Children will be encouraged to take responsibility for their own health and safety by being Sunsmart.
- Teachers will include Sunsmart Education programs in their curriculum planning.
- The Gympie Central Sunsmart Policy statement is hereby included in the Parent handbook.
- Parents, staff, visitors and students will be encouraged to act as positive role models in all aspects of Sunsmart behaviour.
- The Life Education Program will include aspects of sun safety in its annual visit.

Environmental:

- Maintenance and planting of shade trees will continue.
- Shade provision and Sunsmart timing will be an important consideration in planning of outdoor activities.
- The multi-purpose building will be considered the first choice venue for outdoor activities.

Organisational:

- The wearing of Sunsmart headwear, clothing and sunscreen will be mandatory for nominated outdoor activities.
- Recess activities for children without appropriate protection will be restricted to undercover areas.
- Where practicable, outdoor activities will take place outside the hours of 10:00 am to 2:00 pm.
- Parents will be encouraged to ensure that children wear appropriate Sunsmart headwear, clothing and sunscreen.
- School uniform design changes will take Sunsmart practices into consideration.
- Each classroom will maintain a supply of sunscreen for use during outdoor activities.
- Gympie Central Sunsmart Policy will be updated and Sunsmart practices reviewed annually.

BOOKLISTS – STUDENT STATIONERY REQUIREMENTS:
Booklists are issued at the time of enrolment. They set out all the materials considered necessary to meet the requirements of the particular year level involved.

At the end of each school year, as a service to existing families, the P&C Association may provide a Book and Stationery ordering scheme. This is NOT A COMPULSORY scheme and if you wish to purchase your child/ren’s school requirements elsewhere, you are welcome to do so.

At Gympie Central State School, P&C and Grant monies are used to pay for class sets of texts, classroom resources, photocopying and laminating. This is part of our Social Justice strategy ensuring that students receive the best possible educational opportunities at a minimal cost to parents. The school plays its part in making quality education affordable for all; we therefore ask parents to play their part, so that all children are given the means to succeed at school. As such, we do seek assistance from parents in the form of a voluntary contribution. We ask families at the beginning of each school year to contribute a small amount (usually $10 per student) towards tissues, paper and other miscellaneous items for each child. Please note that this contribution is VOLUNTARY and is NOT COMPULSORY, however your assistance would be greatly appreciated.

Please check regularly throughout the year that your children have the necessary items for all classroom activities. Teachers may send home reminders throughout the year if a particular item needs replacing. If you are unsure about anything on the Booklist, please ask office staff or the classroom teacher.
SCHOOL COSTS / INVOLVEMENT

EXCURSIONS
During the course of the year, most classes have organised trips to places of interest and educational value. Parents will be notified of details prior to the excursion, the cost involved and permission notes forwarded home. Teachers on occasions invite parents to attend these outings, assisting as group supervisors.

REFUND POLICY GUIDELINES
At Gympie Central SS, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student’s learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:
- an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student
- an education service purchased from a provider other than the school where the provider charges the school and
- a specialised educational program.

A school fee is directed to the purpose for which it is charged.

School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child’s non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student’s account at the school, and used to offset any future charges.

Department of Education and Training policy references:
- Education (General Provisions) Act 2006
- SCM-PR-002: School Excursions
- FNM-PR-019: State Education Fees

PARENTS AND CITIZENS ASSOCIATION (P&C)
All parents are eligible for membership of the P&C and we warmly invite you all to come along – meetings are held on the 3rd & 7th Tuesday of each term, commencing at 7:00pm in the staffroom.

P&C Associations are made up of a group of dedicated people who want all children to have had the best possible preparation and opportunities as they step across through the years of schooling – so come along and be involved in ideas and activities providing additional facilities and enhanced resourcing for Central School! Throughout the year the P&C will have fund raisers which we encourage all parents to be a part of. Parents are invited to assist with Tuckshop Mondays, Wednesdays or Fridays. Please see our Tuckshop Convenor if you are interested in supporting our school in this way, she will negotiate with you the most appropriate time the support is required.

Parents are most welcome as volunteers in our classrooms. Please see your child’s teacher if you are interested in helping out in this way. They will negotiate with you the most appropriate time to receive support.

Use of the school grounds only occurs with the permission of the Principal.
Gympie Central State School is a SMOKE FREE ZONE.
Gympie Central State School is an ALCOHOL FREE ZONE.
Functions of the P&C Association as outlined in the Constitution are as follows:

- To generally foster community interest in educational matters.
- To endeavour to bring about closer cooperation between the parents of the students attending the school, other members of the community and the teachers and students at school.
- To provide advice and recommendations to the Principal of the school.
- Mutual partnerships - issues and concerns in respect of students attending the school.
- Mutual partnerships - general operations and management of the school.
- To provide and assist in the provisions of resources or services for the benefit of the students of the school.
- To perform any other functions, not consistent with the new Education (General Provisions) Act 2006, as the Minister may from time to time determine.

How parents can make a good school better:

- Make an effort to understand what the school is trying to do. If possible, express your support for our aims and the values we express.
- Participate on committees and in discussion groups that consider educational issues and other school community activities.
- See the school as ‘your’ school. Encourage your children to see it in the same way.
- Offer constructive criticism and suggestions, by directing your comments to the Principal. Don’t ‘bad mouth’ the school in the general community.
- Go to school activities – open days, concerts, class activities, sports days, celebrations, etc.
- Join the school’s parents and citizens association and look after the school’s interests.
- Welcome new parents. Help them feel that they belong. Build their confidence in the school.
- Encourage your child to co-operate fully, to join in all school activities, and to take pride in their school.
- Let the Principal and Staff know you support them all the way, even if sometimes you have to be a friendly critic or a critical friend.
- Get to know your child’s teacher. Be considerate, of the fact that the teachers core role is the teaching and management of the children in the class, and that there are busy times when it may not be suitable to spend time talking to the teacher.

**VOLUNTARY ASSISTANCE**

Parents are encouraged to support their child’s class by volunteering on a parent roster. Parents working in classrooms may be asked to:

- listen to children read
- take a small group for activities
- prepare materials

- hear spelling
- work one-on-one with an individual child
- be a spotter for swimming

**Volunteer's Register**

It is a condition of the Education Regulations that P&C have adequate public liability and personal accident insurance for their voluntary workers. This requirement has been made in the interest of members of the P&C Association, to protect them against any legal claim arising from alleged negligence. The P&C’s insurance policy now covers all community members who are genuine volunteers in schools (e.g. in the classroom, carnivals, tuckshop, and on excursions). To make a claim under the policy it is mandatory for workers to record their attendance in a register. To meet this requirement, a register is located in the Junior section of the school and at the office in the Senior part of the school. This also proves invaluable in the case of an emergency requiring evacuation. Teachers will advise you on how to complete the register. Parents should also be aware that under the conditions of the policy, there is no cover for children accompanying voluntary workers.

**USE OF SCHOOL PREMISES AND FACILITIES**

Members of the community are welcome to use school facilities and premises for worthwhile charitable purposes when not required for school purposes, provided permission has been obtained from the Principal. The school cannot be used for personal gain by any group or individual. The procedure to obtain permission is to apply in writing to the Principal at least one week prior.

People who make use of our facilities are reminded of the following:

- No alcohol or smoking is allowed on the school grounds.
- All repairs and maintenance resulting from this use of school facilities is the responsibility of the user.
- No vehicles allowed in the school grounds unless prior approval is gained.
- All litter must be removed.
- Children attending, staff and parents associated with Central have first preference of the use of the facilities.
HEALTH ISSUES

ACCIDENTS / EMERGENCIES / ILLNESS
In the event of an accident the child’s welfare is our first concern. Minor injuries are treated at school and First Aid Kits and ice packs are on hand for this purpose. Should an injury be such that we think the child requires professional treatment, parents are contacted and advised accordingly. If a child is seriously injured an ambulance will be called and if necessary the child will be transported by ambulance to the Emergency Department of the Gympie Hospital. Please note the school does not cover any costs incurred. Should we not be able to contact parents, treatment as described above will be carried out automatically.

Children who suffer from minor illness during the day are allowed to rest on the beds in the sick room adjoining the office, until they feel well enough to return to class. Should a child be considered too sick to stay at school, parents will be contacted and asked to take the child home.

Children who vomit, wet or soil themselves will be given a change of clothing where possible and parents may be notified. If children have been given a change of clothing, parents are asked to wash and return them as soon as possible. It is a good idea to pack an extra set of clothes in your child’s bag just in case.

ASTHMA
Due to the unpredictable nature of asthma attacks and the varying degrees of severity, students are able to administer their own medication as deemed necessary. Students are to keep their asthma medication in the office and they must come to the office to take their medication. In specific severe cases, older children can carry their inhaler with them. Parents are required to inform the school if their child is an asthma sufferer. An inhaler for emergency use is located in the Office.

CHILDREN’S VISION & HEARING
Many adults think they have perfect vision and hearing and don’t know otherwise until they have their eyes or ears examined - they then discover how much they’ve been missing. Children have an even more difficult time assessing their own vision and hearing. They lack the benefits of adults’ experience and just assume that the way they see and hear things is the same as everybody else. If the blackboard or a page in a book seems a blur, they think everyone sees it that way, so they don’t worry.

Vision and hearing is especially important to a child. More than 80% of the information children receive about the world comes through their eyes. Poor vision and hearing can affect the child’s development in many ways. It can make the child clumsy and uncoordinated, and it can even affect the child’s personality development. An observant parent can be the first person to pick up signs of a vision or hearing problem in a child. There are many clues – blinking, rubbing the eyes, holding a book very close to read or closing one eye to look at things are just some of them. Parents are encouraged to look for signs. If you have any concerns about your child’s vision or hearing, then don’t hesitate to arrange a proper optometrist exam or hearing test.

HEAD LICE
Head Lice in schools is a problem. Infestation occurs where children interact, as in the school situation. It is important for all parents to be vigilant, and to apply treatment at the first signs of infestation. Several preparations are available at chemists. It is recommended that conditioner be applied to the hair after treatment to remove dead nits and lice and combed with a special fine-toothed comb until all are removed. Sheets, pillowcases etc. need to be washed and disinfected when hair is being treated, otherwise the treatment could be ineffective.

TREATMENT MUST BE REPEATED IN 7 TO 10 DAYS TO GUARD AGAINST REINFESTATION.
If students have head lice, parents will be contacted as soon as possible to advise them to treat their child’s hair. Parents can assist in dealing with head lice by reporting (confidentially) any incidence of head lice to the Teacher or Administrative Officer in the school office. A school notice to all families in the child’s class will be arranged so that an inspection and follow up treatment can be given if required. Please Note: Permission to check for headlice is requested at the time of enrolment, however even with parental permission, staff will NOT check any child’s head/hair for headlice without getting the expressed permission of the child FIRST.
LIST OF COMMUNICABLE DISEASES
Most children, during their schooling, experience one or more infectious illnesses. Exclusion from school for students suffering from an infectious condition has been approved in accordance with the following table which is included as a guide for how long your child should be confined at home.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Exclude for at least 5 days after the first appearance of the rash and the last blister has scabbed over.</td>
</tr>
<tr>
<td>German Measles</td>
<td>Exclude for at least 4 days after the rash appears.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclude until well.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after the rash first appears.</td>
</tr>
<tr>
<td>Ringworm / Scabies / Head Lice</td>
<td>Exclude until day after approved treatment has commenced.</td>
</tr>
<tr>
<td>School Sores</td>
<td>Exclude until treatment has started. Sores on exposed skin should be covered.</td>
</tr>
</tbody>
</table>

PLEASE NOTE: Your child should be immunised against such communicable diseases as: Measles, Mumps, Poliomyelitis, Diphtheria and Whooping Cough.
If this is not the case see your local doctor for advice on the nearest free clinic.

As you prepare to enrol your child in the prep year, it is very important you ensure that your child’s vaccinations are up to date. These vaccines provide protection from serious infectious diseases. For more information contact your GP, Local Council Clinic or Child Health Nurse.

MEDICATION
Education Queensland has a policy on the administering of oral medication to children by staff at school. Medication which is prescribed by a Doctor and issued by a Pharmacist, can be administered by school staff.
ALL MEDICATION MUST HAVE ORIGINAL PHARMACY LABELLED INSTRUCTIONS ON THE BOTTLE OR BOX. This must indicate specific times and dosage for administration. Oral instructions for administration of medicine are NOT ACCEPTABLE.
If you wish your child to receive prescribed oral medicine at school, you MUST sign an Administration of Medication form, which gives staff permission to administer the medicine. Office staff are required to keep a record of medicines they have given.
Non-prescribed medicines (eg. Panadol, Asprin, Homoeopathic, etc…) WILL NOT be given by staff.

SCHOOL DENTAL SERVICE
The Child and Adolescent Oral Health Service offers free general dental treatment to all students from Prep up to and including Year 10 who are permanent Qld residents. Treatment is provided by an Oral Health team, which consists of a Dentist, Dental/Oral Health Therapist and Dental Assistant.
Offers of dental care occur on a rotational basis. Dental care is provided at a Mobile Dental Van or Dental Clinic, as advised when treatment is offered.
Emergency dental treatment is available between school visits. Contact numbers for the service are Clinic/Van Telephone Number..............0417 764 504
TEACHING & LEARNING

EARLY YEARS CURRICULUM

Prep - What will children learn?
The curriculum in Prep focuses on the factors that help children to be successful in school. These include:
• Social and emotional competence
• Health and physical well-being
• Active learning processes
• C2C(Curriculum to the Classroom) English, Mathematics, Science, History and Geography

Children learn through a range of contexts:
• Play
• Real-life situations
• Investigations
• Routines and transitions
• Focused learning and teaching

The timeline for students starting the Prep year is as follows:
Prep 2016 - Children born between 1st July 2010 and 30th June 2011
Prep 2017 - Children born between 1st July 2011 and 30th June 2012
Prep 2018 - Children born between 1st July 2012 and 30th June 2013

On admission, documentary evidence of date of birth (a birth certificate) will be required.
The most important goal of the Prep curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts.

Our goal is to help children become independent, self-confident, inquisitive learners. We are allowing them to learn in the ways that are best for them while developing good habits and attitudes, particularly a positive sense of themselves which will make a difference throughout their lives. The planned activities, the way the environment is organised, selection of materials and games, daily routines and discussion times with children are all designed to accomplish the goals of our curriculum and give young children a successful start at school. Remember that as parents, you will always be your child's most influential teacher. We look forward to sharing satisfying and enjoyable learning experiences with your child. You are welcome to arrange a time to discuss any issues with our Prep Teacher.

EXTRA CURRICULAR ACTIVITIES — CAMPS ETC

One of the highlights of the year is a class camp for Years 4 & 6. Teachers plan a full program of activities for children while on camp. The cost is kept to a minimum to ensure maximum participation and payments can be paid off in instalments. After consultation with staff and parents it was decided to offer camping to Years 4 and 6 as follows: (please note that venues, costs etc may change)
• Yr 4: Barambah Environmental Education Centre (3 days / 2 nights) - Approx. Cost: $120.00
• Yr 6: Lake Cootharaba (3 days / 2 nights) - Approx. cost: $180.00
COMPETITIONS

Australian English / Maths / Science / Technology Competitions
Children from Years 3, 4, 5, and 6 are invited to take part in these Australasian Schools Competitions throughout the year.

EVENTS

Anzac Day Ceremony
Parents and Community Members join staff and students in the Multi-purpose Building for our school Anzac Service and laying wreaths at the flagpole. The town also holds an Anzac Day parade that a school group is welcome to march in. Some staff will be present at this service.

Book Fairs
These fundraisers are organised by the Teacher Librarian, usually annually, when large, colourful book displays are viewed in the Library.

Voices On The Coast
This is an annual Junior Literacy Festival based at the University of The Sunshine Coast, Sippy Downs. This is a wonderful opportunity for students to meet several authors of children’s books and hear first-hand about their genres – it’s very inspiring for our keen young writers!

Concert
Our end-of-year concert is held at the Civic Centre or here at the school. Admission is free and features all year group performances.

Eisteddfod and Musical
Our school has a very proud record in the Gympie & District Eisteddfod competition held each September and the Education Queensland Competition instrumental fanfare which alternates each year with Choralfest. In addition, there is Interschool Musical Workshops and choral performances arranged at Winston House. From time to time the Recorder musical groups are called upon to provide music at community functions.

Life Education
We are fortunate to have access to the Life education program. Children who take part receive introductory classroom lessons, a visit to the well-equipped Life Education Van, a lesson from a qualified Life Ed. Teacher, follow-up activities in the classroom and a booklet of information and activities. Total cost of involvement is kept down to $7.00 per child as lessons are subsidised by the P&C Committee. These lessons do NOT involve telling children what is right or wrong, good or bad. They are designed to provide information and to encourage children to make well-informed decisions based on a wide range of knowledge. The lessons are sequenced from learning about body parts and functions in the lower grades to learning about the effects of drugs such as nicotine and alcohol have on the body.

Under Eights’ Day
This is a nationally recognised day when we focus on our under eight year olds and organise an afternoon of games / activities and lots of interactive fun for the ‘Big’ and little kids alike!

INCLUSIVE EDUCATION

We recognise the need to support three broad groups of special needs children: those with learning difficulties or disabilities: those with low incidence disabilities (vision impaired, hearing impaired, physically impaired, speech/language impaired); and those who are gifted and talented.
Support Services for Students with Special Needs

Guidance Officers and multiple Advisory Visiting Teachers service the school on a part-time basis to offer support. When extra support is accessed for a student, parental permission is required. These support people work closely with our Special Needs Committee, Administration Team, Class Teachers and Support Teacher, to assist with the development of programs to suit individual needs.

Learning Support and Special Education Teachers

These teachers work closely with classroom teachers to ensure that children are able to progress at their own level. This assistance may take the form of either working with classroom teachers and children in the classroom, withdrawing children for short teaching sessions or discussing suitable programming and resources.

Intervention

Intervention for students is coordinated through referral to the Special Needs Committee. Specific intervention programs are organised for students identified. Parent Tutor Programs also assist students. The Learning Support Teacher manages programs, implemented via trained parents / Teacher Aides who support children with Literacy and Numeracy learning needs.

HOMEWORK

Most children will have some homework to do each Monday to Thursday night or as specified by the teacher. This gives the student a chance to revise and consolidate what has been taught and to gauge their understanding of a concept.

Homework is a liaison between home and school providing an opportunity to share in the support of your child’s learning. It aims to develop good independent study skills and habits. It is essential that parents support their students by supervising their home studies because this is of great assistance in reinforcing sound study patterns.

Homework is set for a range of reasons, some of which include:
- review and consolidation of basic numeracy and literacy eg. home reading, number facts...
- revision and review of work studied during the day.
- assignments and projects.
- a participant in an interdependent world.
- a reflective and self-directed learner.
- a knowledgeable person with deep understanding.

LEARNING AREAS OF CURRICULUM

Following are the subjects that our school offers. Under each Learning Area (LA) is an overview, then a section on how you can help your child in that particular area. If you require more information, then please contact the school.

The 8 LAs are covered by C2C which is Queensland’s version of the National curriculum and Essential Learnings which is how Queensland covers those learning areas not yet developed in the Australian curriculum. These units offer learning situations throughout primary school years with a clear focus on building the following characteristics that identify children as lifelong learners –
- a complex thinker
- a creative thinker
- an active investigator
- an effective communicator
**English (C2C)**

The English syllabus covers reading, writing, speaking and listening. The children have a planned curriculum that encompass all these areas.

Parents are children’s first teachers. The development of children at school depends largely on the language situations they have experienced at home and the opportunities they have had to use this. Whenever children ask questions, answer questions, listen to others and converse, comment on things of interest and use language during play, their English development is being fostered. The English curriculum continues this process by helping children to gain knowledge about their language and use what they have learnt in both the written and spoken forms.

How parents can help positively develop English -

- Encourage children to express themselves by showing interest in what they have to say.
- Encourage them to listen attentively to what others have to say.
- Help them learn new words by explaining meanings of words of interest that are heard or seen.
- Visit friends, relatives, other districts, towns, cities and places of interest such as museums, zoos, and concerts.
- Join the local library and regularly withdraw books. Encourage reading and talk about what is being read, and ask meaningful questions.
- Read stories to your children and show them you value reading by ensuring you read a variety of literature yourself.
- Monitor appropriate and educational choices of radio, television programs and computer games.
- Provide opportunities for writing.

**Mathematics (C2C)**

This syllabus covers a broad range of concepts such as number, measurement, graphs and geometry, etc. It is designed to help children develop favourable attitudes towards learning mathematics and explain the role of Maths in everyday life. One of the major aims of Primary School mathematics is to help children develop basic computational skills and confidence in problem solving.

How parents can help -

- Taking part in counting activities and number patterns with younger children and using terms such as first, second, third, tenth, twentieth...
- Spending a few minutes daily asking some number facts / practicing those not known well.
- Checking answers to children’s calculations done at home.
- Taking children shopping to read price tags and work out the cost of items / change to be given.
- Encouraging wise management of pocket money.
- Involving children in telling time, converting to 24 hour time / reading timetables.
- Involving children with simple home improvement projects that include measuring (metric units).
- Encouraging children with estimation (amount of flour, volume of milk, length of string...)
- Cooking provides measuring ingredients and comparing quantities.
- Making available and regularly playing games and puzzles involving mathematics.
- Allowing children to read and interpret road maps during family trips.

**History/Geography (C2C)**

This subject studies people in different places and at different times so it involves the study of our society and its history and others in different societies. The syllabus draws its material in order to focus on human relationships and the transmission of culture. In this way children are led to recognise that although people may hold different values, they share much in common.
How parents can help –

- You can build up reference material at home – this will extend your children’s range of resources beyond those available at school. Find out from the teachers what units are to be studied during the year.
- Talk freely with your children at home and find out their opinions on current events. Put different perspectives into conversation to promote thought.
- Keep abreast of current events through newspapers, magazines and television news coverage.
- Visit museums, art galleries and places of historical significance.
- Encourage research for projects or topics of personal interest to your child.

Science (C2C)

Science is an important part of the primary curriculum. Children enjoy ‘hands-on’ activities like experiments and are encouraged to work methodically, predicting outcomes and proving theories. Children can discover useful things about the natural world and about technological things we use everyday. Science activities provide excellent opportunities for children to develop language skills by reading, writing, group discussion and mathematical skills such as measuring, calculating...

How parents can help –

- Encourage natural curiosity and interest in things and talk about them.
- Encourage children to ask questions such as “What would happen if.....?” which they can investigate for themselves.
- Allow your children to keep pets or set up aquariums and terrariums.
- Explore environments with your children eg: bushland, coastal area, rainforest...
- Involve children in household activities such as cooking, gardening,
- working on the car...
- Visit museums.
- Watch science documentaries on television.
- Encourage the reading of non-fiction science books and researching science topics for information on the internet.
- Help provide everyday items like icecream containers, jars, boxes, cottonwool... for science lessons at school.

Design and Technology (C2C)

Information Technology is one part of this area. Children benefit in two ways:

- They learn the ‘computer skills’ that the next generation of employees will no doubt need.
- Their learning across the whole curriculum is enhanced by the use of the appropriate computer software.

All classes have access to computers, which are networked. There is a computer lab in the library for focussed technology lessons. The children have access to IPads. We have access to the intranet/internet - have a look at the Gympie Central website: www.gympcentss.eq.edu.au. Connection to the internet provides students with access to world wide information sources, connection with other schools and opportunities for dialogue with selected groups.

Children are protected by Education Queensland’s own filtering systems which restricts access to inappropriate web sites. All students who use the internet must have a signed permission form from parents. These forms are normally available at the time of enrolment.

The second part of this learning area is design

This involves the children performing a task where they must design something that suits the criteria they are given. They must first plan the design then construct it with whatever materials they are given. From this they may be asked to redesign or adjust their construction if it does not fit the criteria.

How parents can help –

- Provide materials to construct
- Allow use of technology devices under supervision
Health and Physical Education (C2C)

Sports and recreational skills have lasting value in that they can be used throughout life. Each individual needs to develop skills in a variety of physical activities to be able to lead a physically active life and maintain a sense of well-being. PE in our school contributes to students being fully active and is suited to the development of all children.

School health programs aim at providing information and health skills of value in helping children make conscious choices about their health and acting on these choices. As part of this we participate in the Life Education Program.

We encourage athletes to compete in district sport competitions. A major sports event at the school is the annual Interschool Sports Day. Each term, the year 5-7 students participate in organised inter-school sports fixtures.

How parents can help -

- Provide balanced meals and particularly a nutritious breakfast. Encourage healthy ‘everyday’ foods and identify less healthy ‘sometimes’ foods.
- Encourage personal hygiene – clean teeth, hair, clothes, etc..
- Organising time for regular physical activity – walking, riding bikes, playing outdoor games...
- Helping children be critical of statements made about health products in the media.
- Ensuring that their children experience a balance between sleep, rest and recreation.
- Telling teachers about children's health, particularly if a child is taking medication.

Swimming

Swimming is offered as part of our Physical Education program. Lessons are held at the Deep Blue Aquatics and the Gympie Memorial Pool under the direction of our Physical Education teacher. The Department of Education provides a small grant towards the cost of participating in the swimming program. This grant is used to keep the cost of each lesson to a minimum (bus fare, admission and coach). Permission notes are forwarded home prior to the commencement of the program to advise parents of all details.

Inter-school Sport

Children from Years 5 to 6 have the opportunity to take part in inter-school sport. Inter-school sport is a very important aspect of children’s education. Not only is it a valuable tool in teaching social skills, but it provides the children with much needed physical activity, both at lunch time practice and in the game situation.

Notes regarding the various competitions are forwarded home to parents concerned at the start of each sporting ‘season’.

SPORTS HOUSES

For intra-school sport, athletics and swimming, students are divided into three houses:

- Dunstan (Green)
- Nash (Red)
- Fisher (Yellow)

Students will be allocated to a house when enrolled and siblings are placed in the same house for practical purposes. House Sports Captains organise their ‘war cries’, banners, colours and practices.

The Arts (C2C)

This syllabus is divided into visual arts, music, drama, dance and media. The classes receive a weekly music lesson and aspects of drama, dance and media are selectively interwoven into the units covered. This may be in the form of ‘plays’, power point presentations, video making, movement, etc. Developing awareness of different forms of expression and valuing individual creative expression is important.

Music

Music is an integral part of life at Gympie Central. Weekly 40 minute classroom music lessons are given to each child from prep to year 6 in accordance with the Education Queensland curriculum. Students play recorder in years 4 and 5 and ‘graduate’ to elementary guitar in year 6. To complement classroom music, students can take part in the Junior or Senior Choir.
People have always found the need to make music or react to it in some way. In times of happiness or sorrow – people always have music. It has the power to excite, soothe, inspire, and make us feel a certain way. A wonderful aspect about music is how it can draw people together and this is why we have it for processions, special events, church, at parties... The feeling is even better when we are actively participating in creating music – singing, choirs, bands, drumming...

**Visual Arts**

Visual art is much more than painting and drawing – it can be printing, mask making, pottery, junk sculpture, craft, collage, etc. Art experiences offer children direct sight and touch experiences which help them understand and interpret creatively their environment and feelings. Children learn through their senses and art is an integral part of their education.

**How parents can help** –

- Ask your child to tell you about their art work – the ideas behind it, the particular colours they used, how they solved problems while they worked at it.
- Be encouraging and supportive if your child indicates that he/she wants to paint, draw, build or simply play with materials at home. Have a variety available – crayons, poster paint, felt pens, acrylic paints, pastels, coloured pencils, paper, card, scissors, glue, buttons, beads, lace...
- Take time to discuss the qualities of objects in your environment – the colours, shapes, lines and textures found in rocks, sand, flowers, seedpods, insects, buildings,..., and compare natural with man-made objects. Encourage your child to value the environment and be conscious of their effect upon it – look for creative ways to recycle by recreating.
- Give your child an opportunity if possible, to make some decisions on colour and style when buying personal items such as clothes.
- Take your child to see local art exhibitions and ask them to express opinion about individual pieces of work, giving reason for their judgements.
- Sing with children – travelling in the car, accompanying a favourite CD song... Talk with children about the music they like and why.
- Playing instruments themselves and encouraging children to play one also – practice sometimes together. Some children may wish to join a choir, band or musical group. Encouraging children to make their own percussion instruments and create their own songs and dances.
- Ensuring children hear a variety of music at home and watch performances, both live and through the media.

**INSTRUMENTAL MUSIC**

Instrumental music is a program recognised by music educators as best practice in Australia. Musically gifted/talented students are selected to take part. Students reaching a particular level of musicianship by Year 12 have this achievement recorded on their Senior Certificate.

All interested students in Year 3 (strings) and Year 4 (woodwind/brass/percussion) are tested. Testing encompasses pitch recognition, melody memory and rhythm recognition. The student’s classroom academic ability, cooperation, reliability, ability to work both independently and in groups is necessary to the program. Their keenness to learn, musical aptitude, physical characteristics pertinent to a particular instrument, commitment of both student and parent to daily practice and also their commitment to regular attendance at lessons, rehearsals and performances are also taken into account.

The school provides tuition at a low cost by highly qualified teachers for all students interested in studying with the Instrumental Music Program.

**Loan Instruments**

All students enrolled in the Instrumental Music Program may borrow school instruments where available. As instruments such as flutes, clarinets, alto saxophones and trumpets can be purchased or rented for relatively small costs, it is just and fair that these school instruments are made available for others after a 12 month period where necessary. This school owns many larger and more expensive instruments which can be loaned to students for longer periods to allow families extra time to save for such an outlay. Families in financial hardship should speak to the principal or music teacher as soon as possible to arrange alternative arrangements. SIGNED LOAN AGREEMENT FORMS MUST BE RETURNED TO THE OFFICE WITHIN THE FIRST WEEK OF SCHOOL.
We ask parents and students to follow the following procedure:

- Never try and fix the instrument yourself. Damage incurred as a result of amateur handling will be charged for.
- Send a brief note to the school regarding the repair. We will discuss what repairs need to be completed.
- Students may be asked to transport the instrument to the repairer.

Costs:
- All students enrolled in the Instrumental Music Program are charged a levy to help cover costs to run the program. If your child plays two instruments then the fee needs to be paid for each instrument.
- Instrument - Instruments are loaned to students at a low cost. This is possible because of wonderful support from the P&C purchasing instruments over the years.
- A text book will need to be purchased by students as required.
- Transport - Students may be performing out of school grounds on occasion and may require bus money.

LOTE – German (Essentials)
Students in Years 5 & 6 have one German lesson weekly. LOTE aims to develop in your child the ability to communicate effectively in another language and an appreciation of, and respect for, the language and cultural experiences of others.

LOTE will help your child:
- Communicate effectively in another language.
- Develop a love of languages.
- Develop an appreciation of our own and other cultures.
- Become aware of new concepts and ways of thinking.
- Prepare for a world in which nations and people are increasingly interdependent.
- Have increased confidence in, and awareness of, the use of our own language.
- Develop study skills essential for learning.
- Have improved self-esteem and enjoyment of learning.

How parents can help -
- Encourage your child to practice German and praise their efforts to communicate in German at home, at school and in the community if occasion arises.
- Ask the LOTE teacher and classroom teacher how to become involved in activities at school or at home.
- Help make resources such as word cards, posters and games.
- Encourage the writing of letters, invitations or greeting cards, in German, to pen-friends and relatives.
- Attend any cultural events such as German Fests, dancing, cooking, wearing national costume, singing and playing games at school, at home or in the community.
- Visit museums and libraries with your child to learn about the German people and their culture.
- Help your child to review what has been learnt at school.
- Learn some German with your child.
Religious Instruction

Religious Instruction (RI) is offered at the school for students in Year 1-6 and is conducted weekly on various days and times.

A Cooperative program is offered by the Gympie Churches’ participating faith groups. The Gympie Baptist Church provides religious instructors to Gympie Central State School to deliver the authorised program - “Connect” (Sydney, 2013). Lessons are non-denominational.

Workbooks used are provided by Gympie Churches and the school contributes towards the cost.

Students are allocated to RI based on information provided by parents on the completed Application for Student Enrolment Form and/or the Enrolment Permissions Form, unless other written instructions have been provided to the school. If no information is provided on these forms, students do not participate in RI.

Note: This information remains operational unless the parent informs the school otherwise in writing. A request for your child to participate in RI or to be withdrawn from RI can be made at any time.

Parents will be advised of any changes to the RI and other instruction programs to ensure they are able to make an informed decision on their child’s participation.

RI is not a program or syllabus provided by the Department of Education and Training. Teachers and Chaplains do not undertake RI as part of their work duties, however, a Chaplain or Teacher that works part-time may choose to be a religious instructor in their own time outside of their rostered work hours.

Students who are not participating in RI will be provided with other instruction in a separate supervised location. Other instruction will relate to part of a subject area already covered in class and may include, but is not restricted to:

◊ personal research and/or assignments;
◊ revision of class work such as creative writing or literacy and/or numeracy activities which could include online programs currently accessed by the students (i.e. Mathletics, Reading Eggs);
◊ wider reading such as independent reading appropriate to the student; and
◊ approved activities outlined by the Classroom Teacher

Student Participation in Chaplaincy Program

This school community provides a chaplaincy program endorsed by the school’s Parents and Citizens’ Association. It is available on a voluntary basis to all students. The chaplain is involved in a range of activities at this school which are free of religious or spiritual content.

The Chaplain may be accessed by students on the basis of self-referral, referral by a staff member or referral by a parent / caregiver. Parents may also avail themselves of the Chaplaincy service by calling the school office for an appointment. Parents may permit their child to be involved in the Chaplaincy Program at the time of enrolment (via the Enrolment Permissions Form) or at any other time during their enrolment. Parents may also withdraw their child’s permission at any time by contacting the school office.

Any additional activities with religious or spiritual content as part of this program will be advised in the school newsletter, prior to commencement.
REPORTING
We believe that ‘together is better’ and that communications regarding student progress is ongoing and may involve viewing work folios, presentations, letters, classroom visits, parent/teacher conversations, formal meetings etc.

Our formal reporting process consists of two written reports which are forwarded home at the end of each semester.

Parents are invited to request an interview with their child’s teacher whenever they would like one, however scheduled interviews are carried out at the end of each semester at reporting time.

Units of work contain many opportunities for parents to see firsthand what and how children are learning.
Are your children ready for School each day?

- Has your child had a good nights sleep?
- Are face, hands and nails clean and trimmed?
- Is she/he dressed cleanly and suitably?
- Has your child’s hair been brushed or combed?
- Has she/he eaten a balanced, unhurried breakfast?
- Has she/he gone to the toilet?
- Has she/he dressed for outdoor weather? (Hat, shoes, sun protection, weather protection).
- Will she/he have a nourishing lunch?
- Will she/he be early for school? (i.e. not arriving on or after the bell).
- Does your child know what to do if you are delayed in coming to collect them? (Explain to your child to report to the office if they have such worries. We will make every effort to contact you).

DISCUSS WITH YOUR CHILD REGULARLY THE ISSUE OF STRANGER DANGER.
CONCLUSION

We trust that this booklet has proved both interesting and informative. We would like to think it provides a useful reference to our school organisation. Please file it for future reference.

If you wish to discuss any part of the information contained in this booklet, or you cannot find what you are looking for, please do not hesitate to contact us. We wish all parents and children an interesting and productive school year.