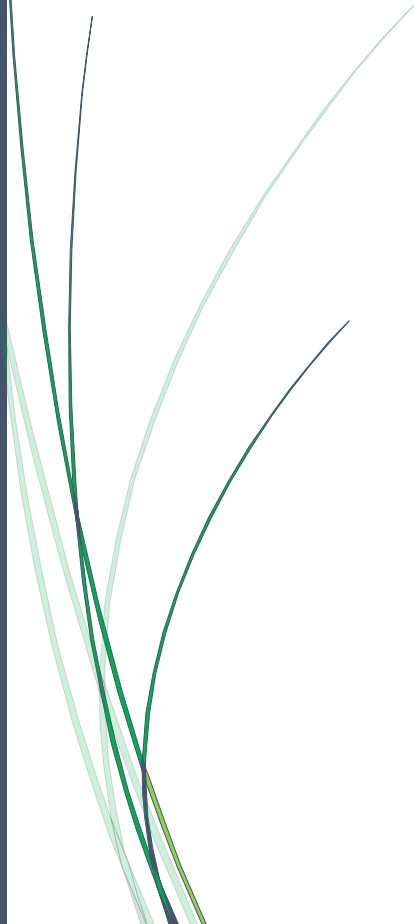




Grand Avenue State School

Parent Handbook

2020



Contents

Welcome	.....
Contact details	.....
School hours	.....
2020 Term dates	.....
Grand Avenue Team 2020	.....
Our vision and mission	.....
Our values	.....
Absences	.....
Absence procedure	.....
Extended absence procedure (10+ days)	.....
Attendance	.....
Attendance matters	.....
Anxiety about going to school	.....
Chronic absenteeism procedure	.....
Arrivals and departures	.....
Car parks	.....
Late arrivals and early departures	.....
Bicycles and scooters	.....
Bullying	.....
Canteen	.....
Child protection	.....
Code of conduct	.....
Communication	.....
Complaints	.....
Curriculum	.....
Emergency procedures	.....
Fees and charges 2020	.....
Health management	.....

[Homework policy](#)

[ICT](#)

 Acceptable use policy

 Mobile phones

 BYOx

[Library](#)

[Medication Policy](#)

[Positive relationships for learning \(PRL\)](#)

[P and C](#)

[Religious instruction](#)

[Reporting](#)

 Student Led conferences

 Report cards

[Social media](#)

[Student wellbeing](#)

[Student details – Changing your information](#)

[Uniform](#)

Welcome

Welcome to Grand Avenue State School.

Our school has been proudly serving the community of Forest Lake since 1999 with over 1200 students currently enrolled from Prep to Year 6.

We are focused on providing an inclusive, caring, safe, creative, challenging, and fun environment where our students can grow and learn. Our teachers and staff are experienced and dedicated professionals who are committed to helping every child reach their full potential.

Grand Avenue State School is very proud of its traditions, positive reputation in the wider community and the outstanding achievements of our students.

We continue to excel in providing a personalised approach to the needs of our students and their families. Genuine and respectful relationships are at the core of building those strong partnerships with our parents and carers.

I am privileged and excited at the prospect of partnering with you in your child's primary education.

Yours sincerely,

Pam Ruddell
Principal

Contact Details

Address: 105 Grand Avenue, Forest Lake QLD 4078
(Cnr Grand Avenue & Centennial Way)

Postal Address: PO Box 4126, Forest Lake QLD 4078

Phone: 07 3372 0555

Fax: 07 3372 0500

Student
Absence Line : 07 3372 0560

Website: www.grandavenuess.eq.edu.au

Email: enquiries@grandavenuess.eq.edu.au

Principal: principal@grandavenuess.eq.edu.au

Enrolments enrolments@grandavenuess.eq.edu.au

BYOx: byox@grandavenuess.eq.edu.au

P & C: pandc@grandavenuess.eq.edu.au

Canteen: canteen@granavenuess.eq.edu.au

Chaplain: chaplain@grandavenuess.eq.edu.au

Uniform shop: uniforms@grandavenuess.eq.edu.au

OSHC: oshc@grandavenuess.eq.edu.au

OFFICE HOURS

8.00am – 4.00pm School Days

SCHOOL HOURS

8.40am Warning bell sounds – 5 minutes until class instruction commences

10.45am – 11.25pm First Break

1.15pm – 1.45pm Second Break

2.45pm Classes conclude

2020 Dates

TERM DATES

Term	Dates	Length
Term 1	Tuesday 28 January – Friday 3 April	10 weeks
Term 2	Monday 20 April – Friday 26 June	10 weeks
Term 3	Monday 13 July – Friday 18 September	10 weeks
Term 4	Tuesday 6 October – Friday 11 December	10 weeks

STUDENT FREE DAYS

Term	Dates
Term 1	Thursday 23 & Friday 24 January
Term 2	Wednesday 15, Thursday 16, Friday 17 April
Term 3	Friday 4 September
Term 4	

PUBLIC HOLIDAYS

Date	Holiday
Monday 27 January 2020	Australia Day
Good Friday	Friday 10 April
Easter Monday	Monday 13 April
ANZAC Day	Saturday 25 April
Labour Day	Monday 4 May
Royal QLD Show Day (EKKA)	Wednesday 12 August
Queen's Birthday	Monday 5 October

Grand Avenue State School – Leadership Team

Position	Staff	Contact details
Principal	Mrs Pam Ruddell	Principal@grandavenuess.eq.edu.au
Deputy Principal - (P/1)	Mrs Tamara Walsh	twall167@eq.edu.au
Deputy Principal - (2)	Mr Jeremy Went	jwent5@eq.edu.au
Deputy Principal - (3/4)	Mr Steve Massey	smass33@eq.edu.au
Deputy Principal - (5/6)	Ms Janeen Almond	jalmo3@eq.edu.au
Head of Student Services	Mrs Lauren Miranda	lmira2@eq.edu.au
Business Manager	Mrs Julie Downes	jdown24@eq.edu.au
Heads of Curriculum	Mrs Michelle Madden-Hallett Mr David Robertson	mmadd35@eq.edu.au dxrob6@eq.edu.au
Guidance Officer	Mrs Cathy Wheatley	cwhea8@eq.edu.au

Grand Avenue State School – Classroom Teachers

Class	Teacher	Contact details
PA	Mrs Bryannan Britten	bxkel4@eq.edu.au
PB	Miss Alexandra Lang	alang173@eq.edu.au
PC	Mrs Kimberley Aplin	kapli17@eq.edu.au
PD	Miss Morgan Berry	mberr77@eq.edu.au
PE	Mrs Maddi Wolens	mjstu0@eq.edu.au
PF	Mrs Sarah Lincoln	slinc16@eq.edu.au
PG	Miss Carleen Clowes	cxclo1@eq.edu.au
1A	Mrs Skye Briton Mrs Belinda McMahon	sleac23@eq.edu.au bmcma14@eq.edu.au
1B	Miss Sarah Deller	sxdel2@eq.edu.au
1C	Mrs Kirsten Ashby	kxall7@eq.edu.au
1D	Miss Mikahlia Degotardi	mxdeg2@eq.edu.au
1E	Mrs Donna Puddiford	dxpud0@eq.edu.au
1F	Miss Chloe Ryan	cjack374@eq.edu.au
1G	Mrs Farah Anderson	fande27@eq.edu.au
1H	Miss Tessa Blair	tblai50@eq.edu.au
2A	Miss Christina Wilton	cwxil10@eq.edu.au
2B	Mrs Nameeta Soni Mrs Belinda McMahon	nsoni1@eq.edu.au bmcma14@eq.edu.au
2C	Ms Lavonne Mendham Mrs Clarissa Stuart	lmend8@eq.edu.au cstua6@eq.edu.au
2D	Mrs Sally Franssen Mr Gary Franssen	sfran166@eq.edu.au gfran15@eq.edu.au
2E	Miss Susanna Love	sklov0@eq.edu.au
2F	Mrs Maggie Bunn	mbunn11@eq.edu.au

Class	Teacher	Contact details
2G	Mrs Nadia van Aardt	nxvan8@eq.edu.au
2H	Miss Maddison Radford	mhrad0@eq.edu.au
3A	Ms Jacqui Moore	jmoor345@eq.edu.au
3B	Mrs Kerrie Jansz	kjans18@eq.edu.au
3C	Miss Alanna Dunbar	ajdun0@eq.edu.au
3D	Ms Nichole Lucas	nwhit128@eq.edu.au
3E	Miss Samantha Hancock	shanc50@eq.edu.au
3F	Mrs Kylie Turner	kturn51@eq.edu.au
3G	Mrs Rebekah van Reemst Mrs Lauren Baker	rvanr13@eq.edu.au lbake106@eq.edu.au
4A	Mrs Karen Smith	kesmi0@eq.edu.au
4B	Mrs Jenny Tencate	jtenc1@eq.edu.au
4C	Ms Tara Church Mrs Lauren Baker	tchur22@eq.edu.au lbake106@eq.edu.au
4D	Mrs Kelly Hodgson Mrs Lauren Baker	khodg94@eq.edu.au lbake106@eq.edu.au
4E	Mrs Claudia Chicas Mrs Clarissa Stuart	cchic5@eq.edu.au cstua6@eq.edu.au
4F	Mrs Sarita Swarat Mrs Skye Briton	sswar2@eq.edu.au sleac23@eq.edu.au
5A	Miss Bianca Angelosanto	blang134@eq.edu.au
5B	Miss Katie Bond	kbond61@eq.edu.au
5C	Mrs Sormistha Kar Mrs Angie Austen	skar1@eq.edu.au aaust59@eq.edu.au
5D	Miss Kerri Millichap	kmill88@eq.edu.au
5E	Mr Ryan Sharma	rshar143@eq.edu.au
5F	Mrs Kathy Wisemantel Mrs Clarissa Stuart	kwise23@eq.edu.au cstua6@eq.edu.au
5G	Miss Shae Rodden	srodd13@eq.edu.au
6A	Mrs Leigh Cowen	lcowe10@eq.edu.au
6B	Ms Rachel Richter	rriich256@eq.edu.au
6C	Mr Geoff Richardson	grich3@eq.edu.au
6D	Mrs Robyn Martin	rmart51@eq.edu.au
6E	Mrs Jennifer Lyon	jalyo0@eq.edu.au
6F	Miss Julie-Anne Jennings	jjenn43@eq.edu.au

Our Vision & Mission

SCHOOL VISION

Engaging young minds to influence and shape a better world

SCHOOL MISSION

Grand Avenue State School creates a caring, dynamic and connected community that inspires and empowers all students to be creative, curious learners who grow, achieve and succeed.

Our Values



Absences

ABSENCE PROCEDURE

Please notify the school of student absence and the reason for it by 9.00am by using one of the following:

School App: Download the app from App Store on your smartphone – *Grand Avenue State School*

QParents: Contact the office to set up your QParents account.

Email: office@grandavenuess.eq.edu.au

Phone: 3372 0560

If a child is away for more than three continuous days, the school will contact you to ascertain possible truancy. Keeping in contact with the school regarding your child's extended absence is advisable.

EXTENDED ABSENCE PROCEDURE

An exemption from compulsory schooling or the compulsory participation phase is available when a child or a young person cannot attend or it would be unreasonable in all the circumstances to require them to attend school or participate in an *eligible option* **for a period of more than 10 consecutive school days.**

An exemption excuses parents from their legal obligation to ensure that their child:

- of compulsory school age is enrolled at or attends a school; or
- in the compulsory participation phase is participating full-time in an eligible option or a combination of eligible options.

Exemptions need to be applied for, and a decision made on the application by the Principal, prior to the proposed exemption period. In exceptional circumstances – where it is not known if the duration of the circumstance will exceed 10 consecutive school days (such as the child or young person becoming ill) – the exemption application does not need to be submitted or approved in advance.

Please request an exemption form from our school office.

Attendance

ATTENDANCE MATTERS

Parents and caregivers must send children to school every school day under Queensland law unless there is an acceptable reason such as:

- illness
- competing in school sporting events.

If your child is going to be absent from school, you must let the school know why the absence has occurred within two school days of their return. If possible, it is best to advise the school beforehand.

Avoid keeping your child away from school for reasons such as:

- birthdays
- shopping
- visiting family and friends
- if they sleep in
- looking after other children
- minor check ups or care, such as hair cuts.

Routine medical or other health appointments should be made either before or after school or during the school holidays.

Establishing good routines around school can assist with regular school attendance. These include:

- have a set time to go to bed
- have a set time to get out of bed
- have uniform and school bag ready the night before
- have a set time for starting and finishing breakfast
- set a time for daily homework activities
- speak about school positively
- send your child to school every school day including their birthday and the last day of term from Prep.

ANXIETY ABOUT GOING TO SCHOOL

It is not uncommon for people to experience anxiety at some point in their life. Anxiety about going to school can affect children at any age and the reasons may be different for younger children and teenagers. Parents and caregivers can use a range of strategies to help support their child if they are anxious.

Children can feel anxious about going to school for a range of reasons such as:

- separation anxiety (being afraid to be away from parents)
- problems at school such as
- being bullied
- not having friends, not fitting in, friendship conflicts
- feeling lost at school
- fear of getting into trouble
- learning difficulties
- not getting along with a teacher
- new situations - whether facing the first day in a new grade or the first day in a new school, it's normal to feel nervous in a new situation
- failure - worry that their schoolwork will be too hard, they won't be able to keep up, or they won't know the correct answer when called on in class
- fear of losing a parent. They may think something bad will happen to a parent due to
- a parent being ill

- family problems and fighting
- parents separating
- knowing another child who has lost a parent or whose family has broken up.

Signs of anxiety

Signs of anxiety are different for each individual however they may include:

- having lots of worries and a strong need for reassurance
- psychosomatic symptoms which occur before school (e.g. feeling nauseous, shortness of breath or headaches). When the threat (fear of going to school) is taken away, the symptoms will reduce
- crying, being clingy or fidgeting when nervous
- sleep problems such as difficulty falling asleep, nightmares and trouble sleeping alone
- fear and avoidance of a range of issues and situations.

More information on [anxiety about going to school \(PDF, 291KB\)](#).

CHRONIC ABSENTEEISM PROCEDURE

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends a 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 the legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

Students that are identify has being chronically absent with no reasonable excuse will be required to have an attendance plan. Parents and carers will be required to attend a meeting with the Deputy Principal to devise an attendance plan for the child. During this meeting parents will be advised of their legal obligations about enrolment and attendance. The Deputy Principal will monitor attendance and continue to follow up absences with parents as practicable.

Parents may be prosecuted if they do not fulfil their legal obligations in regard to enrolment and attendance of their child at school, or participation in an eligible option. An authorised officer from either a school or region can seek consent from their Regional Director to refer a case to the Queensland Police Service to consider prosecution.



**School success starts
with attendance**

Arrivals & Departures

CAR PARKS

The school has a public car park, drop-off and pick-up zones, bus stop and crossings. These are all clearly marked. To ensure the safety of children at our School campus, it is of vital importance that parents driving vehicles observe the traffic signs outside the School.

Please be aware parent car parking and pick up/set down areas have been provided by the Brisbane City Council for your convenience.

Parents collecting children using the 2 minute drop off zones on Centennial Way and Grand Avenue are asked not to leave their vehicle unattended as this severely impacts on the flow of traffic in peak times. In the interests of children's safety we advise children not to leave the School grounds until the person collecting them is safely parked.

Parents are asked not to pick-up or drop-off children in the staff car park (in front of the main office).

Parents are requested not to park in the NO PARKING section either side of the crossing supervisor stationed at the crossing in Grand Avenue and Centennial Way.

Parking inside the school grounds is not permitted.

LATE ARRIVALS

Please note that school starts at 8.45am. The bell goes at 8.40am, allowing children to get themselves ready to begin lessons at 8.45am. Teachers mark the roll first thing in the morning, so **please ensure children are on time.**

IF YOU ARE LATE you and your child **MUST** come to the office and collect a late slip. **Parents are required to walk their child class.** This procedure is a safety issue. Students' arriving after 10.45am will be regarded as a half day absence.

EARLY DEPARTURES

Parents wishing to take their child/ren from school early must firstly go to the School office to sign the 'Early Departures' book and obtain an 'Early Departure' slip to show to their child's class teacher. Parents may need to show identification to administration staff before a Leave Early Pass will be issued. Parents are to collect students from their classrooms after a pass is issued and retain it to produce if questioned by staff when leaving the grounds. Students leaving before 12.45pm will be regarded as a half day absence. If you have an OSHC booking, please call OSHC on 3278 9830 to advise that your child will no longer be attending that afternoon.

BICYCLES AND SCOOTERS

Two locked storage facilities are provided for students who ride a bicycle or scooter to school each day. They can be found outside E block and H block. These areas are locked shortly after school starts and before it concludes each day.

Bullying

What is bullying?

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have [serious, lasting problems](#).

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Online bullying is bullying carried out through the internet or mobile devices. Online bullying is also sometimes called cyberbullying. It can happen to anyone, anytime, and can leave you feeling unsafe and distressed. Online bullying can be offensive and upsetting. Types of behaviour in online bullying include:

- Sending insulting or threatening messages
- Posting unkind messages or inappropriate images on social networking sites
- Excluding others from online chats or other communication
- Inappropriate image tagging
- Sharing someone's personal or embarrassing information online
- Creating hate sites or starting social exclusion campaigns on social networking sites
- Sharing unflattering or private images, including naked or sexual images
- Assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying. One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline. Online bullying has the potential to have social, psychological and educational impacts.

How online bullying is different from bullying in person

While online bullying involves similar behaviours to bullying in person, it also differs in the following ways:

- It can be invasive and difficult to escape — it can happen at all hours and while at home
- It can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once
- It can provide the person doing the bullying with a sense of distance from the other person, so there is a lack of immediate feedback or consequences.

These important differences should not distract schools, parents and carers from the fact that online bullying is essentially the same as bullying in person.

In fact, research suggests that many students who are bullied online are also bullied in person. If a student [reports](#) online bullying, it is important to investigate further to get the full picture.

Bystanders

A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else: they can either be part of the problem or part of the solution. It is easy to ignore incidents of bullying or walk away thinking at least it is not me. By doing nothing bystanders contribute to the problem essentially giving bullies the ok to carry on.

School-wide strategies

There is no place for bullying at Grand Avenue State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. To support all students there is a focus on the following strategies:

- Explicit teaching of school expectations. Students are taught the appropriate behaviours attached to each expectation in all areas of the school
- Students are taught the specific routines in non-classroom areas
- All students receive high levels of positive reinforcement for demonstrating expected behaviours
- A high level of quality active supervision is a permanent staff routine in all areas of the school. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting with students.
- Explicit teaching around bullying and being a bystander _
- Explicit teaching about cyber-safety including, _
- Cyber safety terminology _
- Safely conducting an internet search _
- Procedures for dealing with inappropriate electronic messages _
- The You Can Do It Social Skill Program _
- The Hi Five is used in skilling students to manage bullying behaviour. These five steps are: _

1. Ignore
2. Talk friendly
3. Walk away
4. Talk assertively
5. Report to adult



Cyber Safety

Make sure the sites you are visiting are appropriate for your age.

Never give anyone access to your account. Keep personal details and passwords secret.



Take evidence such as a screen shot and tell a trusted adult.

If you feel uncomfortable or unsafe, step away from the screen.

Child Protection

All employees and visitors in a state school have a responsibility to respond when it is suspected that a student, or an unborn child, has been harmed or is at risk of harm. This responsibility applies when a reasonable suspicion has been formed in the course of employment or duties as an employee or visitor. Employees also have a responsibility to comply with mandatory reporting obligations.

Mandatory reporting

The following are mandatory reporting obligations specified in legislation:

- Under s.365 & s.365A of the *Education (General Provisions) Act 2006* (Qld) a **school staff member must** immediately give a written report to the principal or principal's supervisor when they become aware or reasonably suspect the sexual abuse or likely sexual abuse of a student under 18 years. The principal or supervisor must immediately give a copy of the report to the QPS.
- Under s.13E of the *Child Protection Act 1999* (Qld) a **teacher, registered nurse or early childhood education and care professional must** give a written report when they reasonably suspect a child has suffered, is suffering or is at risk of suffering significant harm caused by physical or sexual abuse and may not have a parent able and willing to protect the child from harm.

As a parent or visitor to the school, discuss all suspicions of harm or risk of harm to a student, or risk of harm to an unborn child, with the Principal.

Canteen

The school canteen operates Monday to Friday for students to order food and drinks at first and second break. Orders are placed online via [flexischools](#). Students can also purchase drinks, ice blocks and healthy snacks from the canteen using cash.

Code of Conduct

Parents, volunteers and visitors are required to complete a training program prior to assisting, working or volunteering within the school. Prior to commencing any work or volunteering, you will be required to read important information, key messages and guidelines, and complete a declaration stating you have read and understood this information. Once completed, the training program is valid for 12 months from the date of issue. The training materials can be collected from the school office.

CODE OF SCHOOL BEHAVIOUR

All students should have access to the best educational opportunities and outcomes possible. The [Code of School Behaviour](#) sets out a fair and consistent standard of behaviour for everyone (parents, students, staff) across all state schools. Schools provide a safe, supportive and disciplined learning environment in many ways, including:

- inclusive and engaging curriculum and teaching
- positive interpersonal relationships between staff, students and parents
- fair, safe practices
- non-discriminatory language and behaviours
- reducing possible barriers to learning, especially for those most at risk
- consideration and use of suspension, exclusion and cancellation of enrolment, only when all other approaches have been exhausted.

Communication

Stay connected with what is taking place at Grand Avenue State School. See the [Stay Connected flyer](#) for more information.

Complaints

Grand Avenue is committed to a strong and genuine parent partnership that is based on trust, openness and fairness.

The school acknowledges that from time to time concerns arise where it is necessary for parents to advocate on their child's behalf and clarify or resolve matters surrounding an issue. In order to ensure the dignity of parents, staff and students, the school has developed a complaint's management process entitled – "Putting Things Right". The process follows respected protocols and procedures that enable the amicable resolution of complaints. For the "Putting Things Right" process to work effectively, we stress that

- Where the issue involves another student, parents are not to approach the other student. Under no circumstances should a child be interrogated/interviewed/chastised by a parent. Parents face litigation for unauthorised dealing with students other than their own.
- Teachers feel a sense of pastoral responsibility for all students in their class. It is therefore recommended that since they have the most up to date knowledge of students, the class teacher should be the first point of contact to clarify a problem. (Teachers are disappointed when parents do not have the confidence to approach them first in the communication loop).
- Sometimes issues that cannot be resolved at the classroom level must be brought to the attention of the schools' administration team. The administration team and the Principal are hopeful, as a final resort, that we can facilitate processes to achieve a positive outcome for all parties. In order that the administration team can more effectively and efficiently manage the executive responsibilities of our school, delegation of the following general portfolio areas are:

➤ Prep & Year 1	Tamara Walsh, Deputy Principal
➤ Year 2:	Jeremy Went, Deputy Principal
➤ Years 3 & 4:	Steve Massey, Deputy Principal
➤ Years 5 & 6:	Janeen Almond, Deputy Principal
➤ Inclusive Learning:	Lauren Miranda, Head of Student Services
➤ Finances & Facilities:	Julie Downes, Business Manager

Curriculum

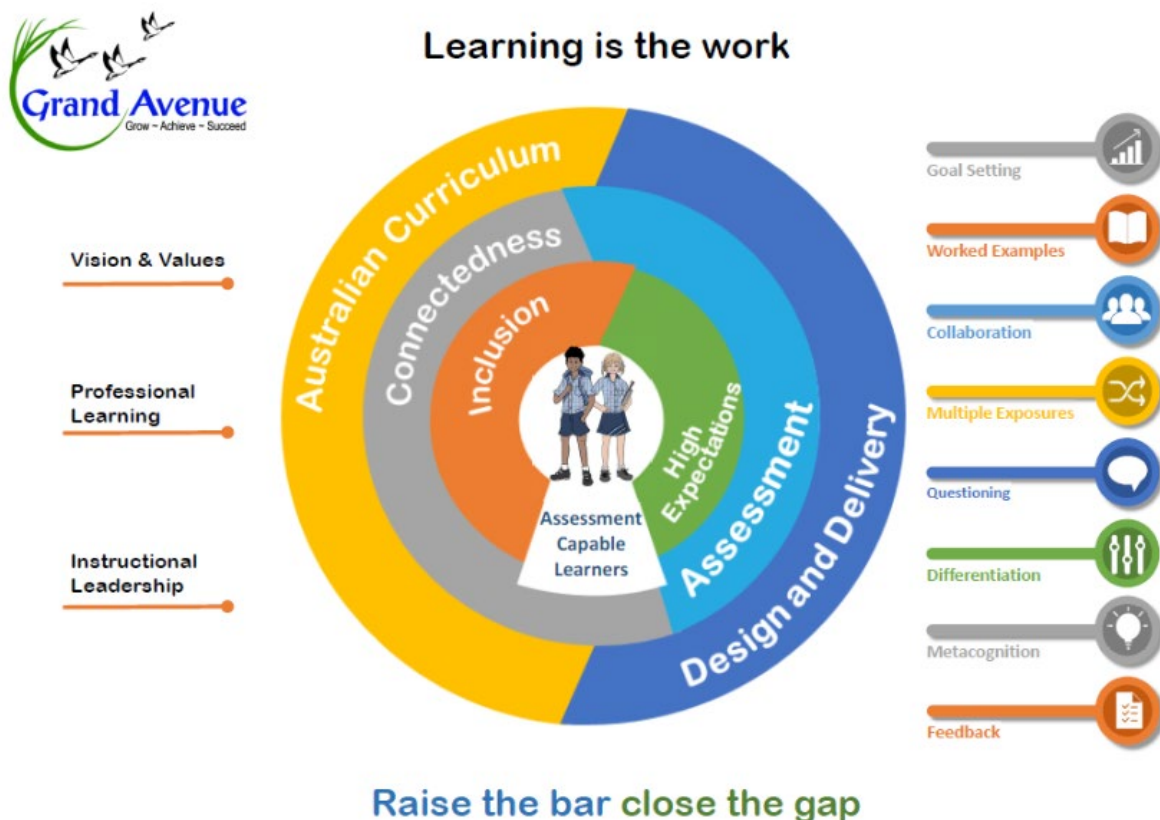
At Grand Avenue State School, it is our belief that the curriculum learning outcomes are a result of the learning experiences students receive both inside and outside their classroom. The GASS Curriculum Framework is developed to meet the systemic requirements of the [P-12 curriculum assessment reporting framework \(PDF, 484KB\)](#).

At Grand Avenue State School we have high expectations and an unrelenting pursuit of excellence for all students through collaboration, precision and coherence. The design and delivery of the Australian Curriculum is guided by our school's [Responsible behaviour plan \(PDF, 2.56MB\)](#). Our pedagogical framework has been created in collaboration with the school community to ensure high quality, evidence based teaching practices focused on success for every student.

AUSTRALIAN CURRICULUM

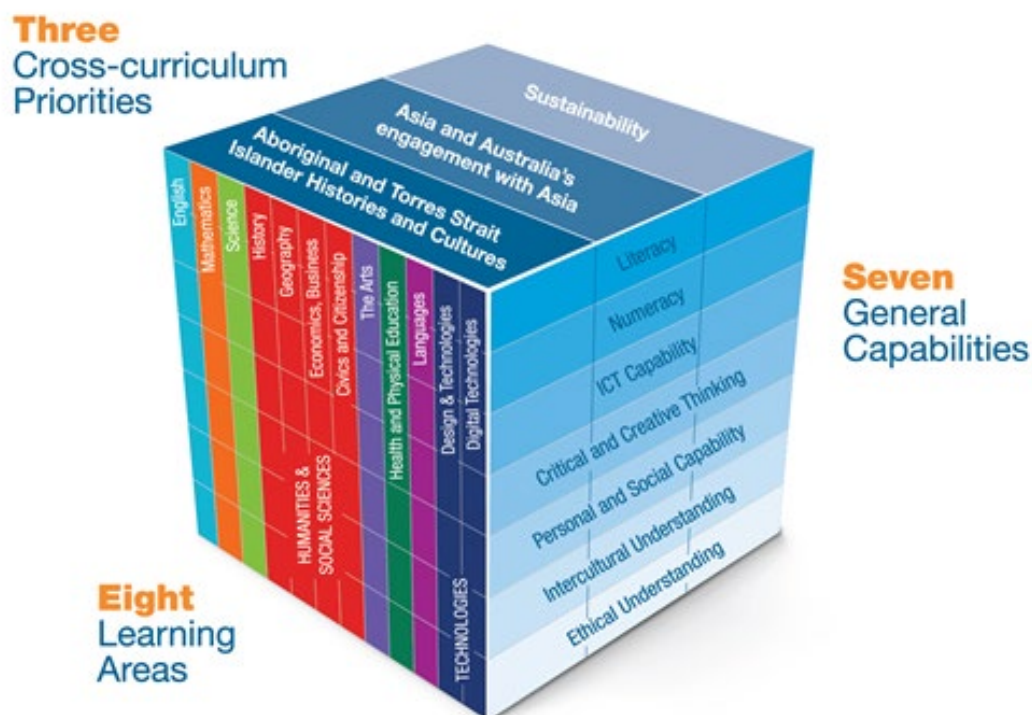
The Australian curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The three-dimensional design of the Foundation – Year 10 Australian curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.



Specialist lessons taught by specialist staff in Music, Japanese LOTE (years four, five and six) and Physical Education.

Our whole school curriculum framework is organised into overviews by year level. This framework supports consistency within and across year levels and delivers a vertically and horizontally aligned curriculum.



Emergency Procedures

The safety and well being of students is the School's primary concern. The School has a Workplace Health & Safety Team who oversee matters pertaining to the health and safety of students, staff and visitors to the school campus.

EVACUATION & LOCKDOWN PROCEDURES

The school has a documented evacuation and lockdown procedure. Regular 'evacuation' and 'lockdown' drills are held so that students and staff are fully aware of procedures and the purposes for which they are used.

All parents and visitors who are on the campus at the time of an evacuation must evacuate to the oval collection point and await further instruction.

ACCIDENT OR ILLNESS PROCEDURE

Students who are unwell will be sent by their teacher to the Office/Sick Bay. In cases of accidental injury during playtimes, first aid will be provided. Children with more serious injuries will be sent to the office where parents will be contacted.

If parents cannot be contacted, persons listed on the Emergency Contacts will be telephoned. For these instances it is imperative that parent contact details be always kept updated. This saves an ill child becoming distressed by long waiting periods in the Sick Bay.

Where the illness or injury is of serious concern an ambulance will be called and parents contacted immediately. In all instances, it is our priority to communicate with parents as to the welfare of their child.

Fees & Charges 2020

STUDENT RESOURCE SCHEME (SRS)

The Student Resource Scheme offers parents an economic alternative to the purchase of school resources and textbooks and to enhance and maximise resources available for student learning.

The Student Resource Scheme for 2020 is expected to again be **\$50.00 per student (subject to change)**. This equates to approximately \$1.25 per week.

Please note that the scheme does not cover items listed on the stationery list, incursions, excursions or camps.

A letter outlining the benefits and conditions of the scheme will be issued to parents/caregivers early in the school year.

PARENT VOLUNTARY CONTRIBUTION

Under the *Education (General Provisions) Act 2006*, schools can ask parents to make a voluntary contribution towards the cost of providing instruction, administration and facilities for the education of students. Grand Avenue wishes to advantage our students of the intent of the legislation by requesting that all parents pay a Parent Voluntary Contribution. Payment of the contribution is at parent's discretion.

The school is grateful that a majority of Grand Avenue State School families support our parent voluntary contribution.

The 2020 Parent Voluntary Contribution is expected to again be **\$40.00 per student (subject to change)** for all Preparatory to Year 6 students. This figure has remained unchanged for several years. As reported to the Parents' and Citizens' Association, the contribution will be directed towards art and craft resources, classroom workbooks, reprographics and information technology consumables.

INCURSIONS / EXCURSIONS / CAMPS

Parents will be invoiced for additional Incursion/Excursions/Camps throughout the year. For the convenience of families, a number of the smaller cost items are available to pay as a 'bulk payment' at the commencement of the year. A letter outlining costs for camps and higher cost excursions is sent home at least 5 weeks prior to the activity and must be paid for in full by 1 week prior to the activity.

A letter confirming the SRS and PVC amounts will be sent home at the beginning of 2020. All parents are requested to make these payments by **Friday, 7 March 2020**. **The Department's preferred method of payment is via BPOINT** but payment may also be made by cash or EFTPOS/credit card via the payment window. The window is open daily between 8.15am and 11.15am and is located at the rear of the main administration building.

The school has established instalment payment plans for families who experience financial difficulties. Please contact the school office if financial hardship exists so that special arrangements can be made. All discussions will be held in confidence.

Health Management

Disease outbreaks in early childhood education and care services and schools are more common due to groups of children playing closely together. Services and schools play an important role in limiting the spread of infectious diseases by:

- excluding unwell children from the service while they are infectious
- upholding hygiene standards
- educating parents.

Exclusion times for contagious conditions

Some medical conditions require children to be excluded from school or child care to prevent the spread of infectious diseases among other children and staff, as well as the community.

Contagious conditions

Contagious conditions are infectious diseases that can spread from person to person through:

- the air by breathing in infectious droplets
- contact with germs from faeces passed via the hand to the mouth
- germs on hands transferred to broken skin, eyes, nose or mouth
- contact with germs in blood or other body secretions (such as urine, saliva, nasal secretions) onto broken skin, eyes, nose or mouth.

Some conditions may require a child to receive a medical clearance from a local doctor or local public health physician before returning to school or child care. If any infectious disease is suspected or confirmed in your service, [contact your public health unit](#)¹ for advice.

Resources

The [Time out: Keeping your child and other kids health](#)² (PDF, 702KB) poster provides information on the recommended minimum exclusion periods for infectious conditions. It assists medical practitioner, schools, pre-schools and child care centres meet the minimum requirements of the *Public Health Act 2005*.

[Time Out Brochure](#)³ (PDF, 722KB) information for parents about infectious diseases and exclusion periods in Queensland early childhood education centres and schools.

- [Public Health Act 2005 \(Qld\) Contagious Conditions Fact sheet for Schools and Education and Care Services \(PDF, 109KB\)](#)⁴
- [Information for Schools, Education and Care Services and Child Care Services Contagious Conditions –Public Health Act 2005 \(Qld\), Chapter 5, Part 2](#)⁵. (PDF, 132KB)

Homework Policy

At Grand Avenue State School our C.A.R.I.N.G values teach our students to be caring, dynamic and connected community members. Our homework policy aims for students to be creative, curious thinkers who grow, achieve and succeed at school. We believe that the purpose of our homework policy is to provide guidance that allows students and their families to focus on the overall development of each individual and their needs.

Homework assigned to students will:

- Provide students with the opportunity to reinforce and apply concepts and learnings developed in the classroom.
- Assist students to become independent learners who develop study habits
- Promote connectedness by communicating to parents and carers the content being covered in class.

The issuance of homework should not interfere with the opportunity for students to engage in extracurricular activities, exploratory or play based learning, family commitments, rest or other instances that contribute to enjoying a balanced lifestyle.

We acknowledge that while “the evidence base regarding the benefits of homework is not well developed” (NSW Government Education and Communities, 2012), it can have a positive effect on learning habits and provide non-academic benefits such as establishing routines (The Education Endowment Foundation, 2018).

The following guidelines and recommendations acknowledge research findings, implications and complexities of a process that occurs outside of school time, and the input and feedback received from students, teachers, parents and caregivers when conducting our homework policy review.

Whole School Guidelines

- The decision **to complete or not complete** assigned homework lies with the family of each student.
- The responsibility for checking homework lies with either the child, parent or teacher. This will be made clear to the students and parents at the beginning of the year by each classroom teacher.
- Online platforms such as Reading Eggs and Mathletics can be accessed at home but will not be set for homework.

Recommendations

Year Level	Recommended time	Recommended Tasks
Prep	Daily reading with/to/by parents or caregivers	Letter and sound recognition Sight words Home reading
Year 1	30 minutes per week	Letter and sound recognition Sight Words Reading
Year 2	30 minutes per week	Reading Independent review/skill practise
Year 3	30 minutes per week	Reading Independent review/skill practise
Year 4	45 minutes per week	Reading Independent review/skill practise
Year 5	45 minutes per week	Reading Independent review/skill practise
Year 6	60 minutes per week	Reading Independent review/skill practise

Teacher Responsibilities:

- Communicate homework instructions and supporting information clearly to parents
- Only issue homework that provides opportunities for students to review and reinforce work covered in class
- Promote independence and encourage students to take responsibility for their own learning
- Provide work that meets the needs of each student. This means that students may be issued different homework to that of their peers
- The responsibility for checking homework lies with either the child, parent or teacher. This will be made clear to the students and parents at the beginning of the year by each classroom teacher.

Student Responsibilities:

- Aim for excellence when completing set tasks
- Return homework on the set date (homework returned late may not be corrected)
- Talk to your teacher if you are having difficulty with the tasks set for you

Parent/Caregiver Responsibilities:

- Be aware of the homework guidelines and information shared with you by classroom teachers
- Encourage independence by nurturing confidence and perseverance when completing tasks
- Help students to ensure they maintain a balance between school work, family and recreational activities, and rest time
- Communicate with the classroom teacher if there are challenges that are impacting your child's independent learning

Leadership Team Responsibilities:

- Ensure clear and consistent communication regarding homework occurs between school and home
- Confirm homework expectations align with the school homework policy
- Seek feedback from school community and review policy annually

ICT

ACCEPTABLE USE POLICY

Students at Grand Avenue State School are required to abide by the responsibilities and guidelines as outlined in our [Information Communication Technology Acceptable Use Policy](#). Upon enrolment, students and parents are required to sign an 'information and communication technology acceptable use student agreement'.

BYOx

The focus of the BYOx program at Grand Avenue State School is to provide the tools and resources to the 21st-Century Learner. A successful BYOx program requires technology to be seamlessly integrated throughout the school's curriculum. Increased access to technology is essential for teaching students skills for a future in which, as societal trends suggest, digital literacy is key. The individual use of personal devices is a way to empower students to work to their full potential and develop essential learning habits with the support of digital tools.

Learning results from continuous dynamic interaction among students, teachers, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. On the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with technology integrates technology into the curriculum any time, any place. You will find more information within our [BYOx Charter](#).

MOBILE PHONES

Students are discouraged from bringing mobile phones to school. If a student does have a mobile phone for security reasons, that phone must be handed into the school office **BEFORE** school and collected from the office **AFTER** school.

Any mobile phone not handed in to the office will be confiscated and given to the school office to be collected after school.

The school will not be held responsible for the damage to or loss of a mobile phone. All phones should have the student's name and year level clearly visible on it.

Library

The Resource Centre is the 'hub' of our school campus and is located in a central position in F Block. Children, parents and teachers are encouraged to borrow from the library. In an effort to keep the books in good repair we ask that all students from Prep to Year 3 have a library bag, which may be purchased from our Uniform Shop.

Teachers are timetabled into the Library for 30 minute sessions every week. Class teachers encourage students to borrow books once a week with their class. Students are entitled to borrow according to their year level: Prep one book, Year 1 one book, Year 2 two books, Year 3 three books (how many can we borrow this year is the New Year excitement!) and Years 4, 5, and 6 are entitled to have four items on loan at any time. Students are able to decide the mix of their loans- novels or information books. Books can be borrowed for a period of two weeks, and loans can be extended. Students are invited to reserve items that are currently on loan, and they are also encouraged to ask the Teacher Librarian to purchase titles they recommend. If a student has any items overdue, they will be prevented from further borrowing until the overdue items have been returned. Lost or damaged library books must be paid for by parents. Overdue notices are sent by email every two weeks, and invoices for overdue items will be sent out to parents in due course.

Students are also able to borrow out of class time, as the library is open before school from 8.15 am, during first break (10.45 am – 11.15 am), and after school until 3.15 pm. The library is also open first break for reading, borrowing, playing chess and other board games, and creative play with Mobilo, magnetic tiles, geodesic tiles, gears and other building materials.

Medication Policy

Grand Avenue State School acknowledges that some students require medication and that whilst parents/caregivers have ultimate responsibility for the administration of medication, we can assist with the provision of these services. The administration staff will not give students over the counter medications including Panadol, cough medicines, cold and flu medications etc. unless the correct procedures outlined below are followed.

It is also imperative that if your child has been diagnosed with a medical condition, eg. Asthma, Epilepsy, Allergic reactions that the school is informed and the appropriate paperwork completed.

Grand Avenue staff may assist a student with medication under the carer provisions of the Health (Drug and Poisons) Regulations (1966) provided that a written request is received from the student's parents or legal guardian. Staff must follow the directions on the original pharmacy label attached to the medication container.

Expectations of Parents

It is reasonable to expect parent/caregivers to undertake the following in relation to the administration of medication and/or management of health conditions.

- ◆ Complete the *Request to Administer Medication at School* (attached). This form MUST be signed by an Authorised Practitioner before staff can administer any medication.
- ◆ Provide an appropriate Action Plan/s if required.
- ◆ Provide medication in the original container, labelled by a health-care professional or pharmacist to the staff member responsible for administering the medication.
- ◆ Make sure the label on the medication shows the name of the student, name of the drug and name of the medical practitioner prescribing it, as well as the use-by-date and time to be taken.
- ◆ Collect the medication when it is no longer required at school.

Medication must not be given to a child to bring to school. An adult will need to bring medication to the administration office. With regard to all medical conditions it is important that the school is kept informed of the current medical advice and treatment that you receive from the medical practitioner.

Please be aware the updated medical information (including a new Advice Form and/or Action Plan) is required at the commencement of each school year.

Positive Relationships for Learning

What is Positive Relationships for Learning (PRL)?

Through Positive Behaviour for Learning (PBL), Grand Avenue State School aims to build and uphold a culture of community, responsibility and trust that emphasises the school's expectations of a safe, respectful and responsible learning environment.

Positive Relationships for Learning (PRL) is a framework that fosters a safe, respectful learning environment for students and staff. It is evidence based and implemented throughout the whole school.

The focus of PRL is to reinforce expected behaviours through:

- Clearly defined and taught behaviour expectations
- Consistent and frequent acknowledgment of appropriate behaviour
- Constructively and specifically addressing problem behaviour
- Effective use of behaviour data to assess and inform decision making

PRL results in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours.

Grand Avenue State School is committed to providing a positive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Why is Grand Avenue State School implementing PRL?

All areas of Grand Avenue State School are learning and teaching environments. We consider PRL to provide opportunities for valuable social learning as well as a means of maximising the success of student learning programs.

In a PRL school:

- Students respond positively as they have been taught what is expected of them
- Staff deliver consistent responses to student learning and behaviour
- Students feel safe and cared for at school. Their parents, family and community are more involved in their school
- Unproductive and challenging behaviour can be significantly reduced for most students.

How does PRL provide support for all students?

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

- Explicit teaching of school expectations
- Weekly lesson plans with a whole school focus on teaching positive behaviour
- Clear and visible classroom rules
- Acknowledgment of positive behaviours through classroom and whole school reward systems
- The You Can Do It (YCDI) social skills program is explicitly taught alongside the whole school focus
- Chaplaincy, associated mentoring programs and lunch time Kids' Clubs are available to students to support them in making positive behaviour choices.
- Specific Education Queensland policies are implemented to address:
- The use of personal technology devices at school (see Responsible Behaviour Plan Appendix 1)
- Responsible use of the internet (see Responsible Behaviour Plan Appendix 2)
- Preventing and responding to incidents of bullying (including cyber bullying)
- The use or possession of weapons including knives and any other items that could be considered a weapon in school (see Responsible Behaviour Plan Appendix 3).
- End of semester reporting against expected behaviour criteria (see Responsible Behaviour Plan Appendix 4).

Individual behaviour plans are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. This provides a personal framework of positive behaviour expectations and actions in order for students to demonstrate school behaviour expectations.

Students at Grand Avenue State School are supported through a system of universal, targeted, and intensive behaviour supports by:

Parents	School Chaplain
Teachers	Adopt-a-Cops
Support Staff	Senior Guidance Officer
Deputy Principals	Advisory Visiting Teachers
Principal	Acacia Ridge Behaviour Unit
Guidance Officer	

Support is also available through a number of government and community agencies (See Responsible Behaviour Plan).

School Expectations

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

Successful learners

Take responsibility

Act safely

Respect everyone



Parents & Citizens Association

The Grand Avenue State School Parents and Citizens Association's objectives are to promote the interests of, and facilitate the development and further improvement of the school, by promoting parent participation, encouraging close co-operation between parents, students and staff and promoting positive community support.

Meetings

Parents are welcomed to P&C meetings at 7pm in the Boardroom (M Block). Please refer to the dates on the events calendar on the school website.

Services

The association provides services such as the canteen, uniform shop and outside of hours school care. The canteen and uniform shop can only operate with the assistance of our parent volunteers, which is always greatly appreciated.

Religious Instruction

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs. Under the *Education (General Provisions) Act 2006*, schools are to provide Religious Instruction (RI) if approached by a faith group seeking to provide RI and students of that faith attend the school.

RI informs students about the beliefs and values of a particular religion. It is delivered by volunteers of a faith group using instructional materials approved by that faith group. RI is required to be consistent with legislation and Department of Education policies and procedures.

All RI instructors must hold a blue card and participate in compulsory Student Protection and Code of Conduct training. RI instructors are only entitled to deliver the RI program outlined below. A school staff member will be present during the delivery of RI.

Participation in RI is not compulsory. Any student (except Prep students) may participate in RI if a parent has provided written instructions to the school.

Students are allocated to RI based on information provided by parents on the completed [Application for student enrolment](#) unless other written instructions have been provided to the school.

Note: *This consent remains in effect unless the parent informs the school otherwise in writing.*

A description of the RI available is provided below.

Christian Cooperative Religious Instruction

Participating faith groups: Baptist Church, Uniting Church & Nations Church

Authorised program: Christian Cooperative Program

Aims and goals: Provide students with an overview of the Christian faith and provide students with an appreciation of the relevance of the Bible for daily living

Lesson structure: one 40 minute seminar delivered during Week 9 of each Term

For further information, including module and/or lesson descriptors please ask at the school administration office.

Parents of students participating in these programs will be advised if a faith group requires funds to cover the expense of materials used in RI.

Other Instruction

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

- 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 of that school (i.e. [Mathletics](#), [Reading Eggs](#))
- wider reading such as independent reading appropriate to the student

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.

Reporting

STUDENT LED CONFERENCES

From 2020, teachers, students and their parents will be invited to take part in student led conferences twice per year. Student led conferences are planned and focused conversations between teachers, students and their parents that focuses on the student communicating with their families about their goals, learning and progress. Students create a portfolio as a way of organising their work and reflections, and use these portfolios to share their learning journey during these conversations. The conferences will follow a structured agenda, which ensures the student has the lead role. This process encourages family members to participate and contribute in their child's learning. Parents will be advised of dates and times that they can book a student led conference. The conferences will take place in Term 1 and Term 3.

REPORT CARDS

Students are issued standards-based report cards at the end of Semester 1 and Semester 2. These report cards provide detailed information about your child's progress on specific skills in each learning area. You will see how your child is performing and whether they require further support or greater academic challenge. Using clearly-defined standards, teachers and parents can work together to help students succeed. The report card will use a 5 point scale to indicate your child's academic progress towards meeting the end-of-year Achievement Standards. Report cards will also include an effort mark for each key learning area and a behaviour and overall achievement comment. Report cards are made available to parents through the Qparents app and are also emailed to families.

Social Media

Grand Avenue State School uses a Facebook page to communicate with families and members of our school community. We may post photographs, videos, film or sound recordings of students who have provided consent using the State School Consent Form completed during the enrolment process. To check or change your permissions, please contact the school office.



Grand Ave State School @GrandAveSS

Student Wellbeing

The importance of wellbeing for learning is well evidenced – students learn best in environments where their social, emotional and physical wellbeing is nurtured.

The WEL Coach supports staff to build capacity through coaching and mentoring to deliver an effective School Wide Wellbeing, Positive Behaviour and Engagement Framework. The WEL Coach guides classroom teams to implement a multitiered approach consistently and with fidelity across all classrooms. They also facilitate the use of relevant documentation to support student engagement and wellbeing and provide advice or recommendations when required.

The WEL coach engages in school wide positive behaviour support and well-being with staff and students, which include:

- Building positive and authentic relationships with students
- Explicitly teaching and reinforcing GASS expected behaviours throughout the day and across all learning environments
- Organising and modifying the environment to support positive behaviour
- Providing students voice and choice in learning experiences that motivate and engage students
- Establishing and teaching predictable routines
- Embedding movement breaks and regulation strategies into daily program

Student Details – Changing your information

Current and correct contact details are required by the school and any changes to personal information including address, phone numbers and email addresses should be made as soon as possible by contacting the school office.

Uniform

Students are required to wear uniform every day except on designated 'FREE DRESS' days. Our students take pride in wearing their uniform. Uniform shop hours of operation are 8.15am to 9.30am Monday to Friday. Please check our website or school app for the current price list and order form: <https://grandavenuess.eq.edu.au/our-community/pandc>