



BARTLE FRERE STATE SCHOOL HANDBOOK

2021



School Motto: Climbing to the top!

School Values: Consideration, courtesy, cooperation, common sense and communication

School Vision: At Bartle Frere State School we are focused on providing an inclusive, safe, supportive, challenging and connected learning environment to educate the 'whole child' to be a successful and engaged citizen of the future global world. We recognise and value individual differences and support all students to develop lifelong learning skills to enable them to become confident and successful adults.

Contents

WELCOME FROM THE PRINCIPAL
CHARTER OF EXPECTATIONS
WELLBEING FOR LEARNING AND LIFE COMMITMENT
SCHOOL PERSONNEL
DATES FOR 2021

GENERAL SCHOOL PROCEDURES

- School Routines
- Visitors to the school
- Newsletter
- Parade
- Money
- Religious Education
- Complaints
- Excursions and school camps
- Enrolment
- Book List
- School Photos
- Toys

CURRICULUM

- Programs
- Reporting to Parents
- Support services
- Homework Policy
- NAPLAN
- Information for Students and Parents on School ICT Network Usage
- The Use of Personal Technology Devices at School

STUDENT HEALTH & SAFETY

- Child Protection Policy
- Medication
- Illness
- Dental Clinic
- Head Lice
- Infectious Diseases
- Accident Insurance Cover for students
- Evacuation/lock down drills
- Class Fridges

SUPPORTIVE SCHOOL ENVIRONMENT

- Code of Student Behaviour
- Student Dress Code
- No hat, no play!
- Student Leaders
- Volunteers and parent helpers
- Class Groupings
- Attendance Policy

MESSAGE FROM THE P&C ASSOCIATION

- Meetings
- Tuckshop
- Facilities

This booklet is designed to assist parents enrolling their children for the first time at Bartle Frere State School and also those whose children are continuing their education at this school.

Should you have questions regarding any aspect of your child's school life please refer to this booklet. We hope it will provide the answers you need. If not, please contact the school office or your child's class teacher.



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WELCOME FROM THE PRINCIPAL

On behalf of the Bartle Frere State School community and Education Queensland, I welcome you to our school at the foot of the tallest mountain in Queensland - Mt Bartle Frere. We aim to ensure all students receive a quality education individually tailored to meet their needs with an emphasis on developing learning environments that are innovative and enriching.

In particular, we extend a special welcome to the parents of all new students and trust your association with this school be both happy and educationally fulfilling. We are excited that you have chosen to join our Bartle Frere school community.

We pride ourselves on the following:

- Ensuring every child has access to great teaching and learning linked directly to the Australian Curriculum, not by luck but by design.
- Being a public school that provides a high quality and inclusive education
- Ensuring that all students are given the best possible opportunity to succeed
- Teachers who understand the need for a range of teaching strategies to ensure students 'get the basics right'
- Being part of a community that values education
- Being proactive in managing the behaviour of students
- Nurturing a friendly atmosphere based on strong communication
- Maintaining a safe and supportive environment
- Fostering pride in the school and in oneself

At Bartle Frere we believe learning should be engaging, purposeful and differentiated to meet each individual learner's needs. We have a caring and committed teaching and support staff that will assist your child from Prep to Year 6. We work together to ensure that your children experience school as a happy and safe sanctuary for learning. We look forward to working with you as your child grows and develops throughout the years.

Please take an active interest in our school and be ever aware of your child's interests and difficulties. Feel very free to communicate with our staff if you are concerned about any matter.

We look forward to meeting and getting to know you and your child/ children.

Yours in Learning

Chris Lees | Principal

BARTLE FRERE STATE SCHOOL

Bartle Frere State School was officially opened in 1922 and sits at the base of Mt Bartle Frere - Queensland's highest mountain, standing at 1622 metres. Our school motto: 'High Achievers-Climbing to the top', reflects the magnificent mountain backdrop that the school is nestled beneath and the school community culture towards learning. It is the most southern school of the Cairns South Region and is part of the Babinda Schools Cluster. Bartle Frere SS caters for Prep to Year 6 students in a multi-year level setting. We actively participate in regular cluster activities through sport, robotics, arts, cultural and school camps.

In partnership with staff, students, parents and the community, Bartle Frere State School offers an individualised, quality education that empowers students to participate in an ever-changing global society. Bartle Frere State School provides students with opportunities to engage in a range of challenging learning experiences in a supportive, inclusive and safe environment where students can reach their full potential.

The community consists of long time residents of the town and district as well as families that have moved to Bartle Frere and the nearby area. Bartle Frere State School prides itself on high expectations where excellence in teaching and learning, sporting, cultural, behaviour and social pursuits is an expectation shared by students, staff and parents.

Values & Beliefs about Teaching and Learning

Our Pedagogical Framework promotes our values and beliefs and is organised around the Dimensions of Teaching and Learning and incorporates Explicit Instruction. This document describes how our teachers build their planning, conduct their teaching and learning, carry out assessment, make judgements and provide feedback.

The learning environment

Each teacher will:

1. Set a positive classroom learning tone.
2. Establish an atmosphere of high expectations.
3. Focus on high standards of student presentation and handwriting.
4. Correct all student work and provide constructive feedback to each student.
5. Maintain a very high standard of classroom display that is relevant and educationally stimulating.
6. Embed learning walls for English
7. Embed use of the 5 questions for students (Lynn Sharrat & Michael Fullen)

Student Engagement

Each teacher will:

1. Ensure that each child feels safe, valued and respected.
2. Provide differentiated learning experiences and work for students at their instructional ability level.
3. Engage each student in their progress towards their short and long term learning goals.
4. Embed inclusive teaching and learning practices.

Our Core Staff Values

- Feel valued, supported and respected in their role by their colleagues.
- Show care and compassion for how each other are feeling.
- Collaboratively work together in a team approach to achieve excellence.
- Deal with differences and complaints respectfully, through the correct channels.
- Show integrity towards each other.
- Understand their specific role, work within it and respect others' roles.
- Are challenged to always improve.
- Respect each other's working spaces and take an active responsibility to ensure our school and your personal working space is clean, organised and free of rubbish/clutter to maintain a professional learning environment.

Our Culture that Promotes Learning

Our Bartle Frere State School belief, is that our staff and students are working together to ensure that every day, in every classroom, every student is learning and achieving, not by luck but by design. This is what our school beliefs looks, sounds and feels like:

Looks Like:

- * ≥ 93% attendance staff and students
- * Explicit Teaching
- * Happy faces
- * Stimulating and organised environments
- * Students enthusiastic about their learning
- * Whole school consistency of programs and delivery
- * Focused and attentive
- * Collaborative planning & teaching (co-plan, co-teach)
- * Established routines
- * Learning walls
- * High expectations
- * Strong extra-curricular programs
- * Recognition of diversity and cultures
- * All staff positively interacting with each other and students
- * Support networks
- * Team work - staff, parents, community and students
- * Quality resources
- * Celebrating success
- * Goal setting and improvement
- * Students engaged in learning
- * Assessment literate learners
- * Collaborative inquiry

Sounds Like:

- * Fun, Laughter, Rapport
- * Explicit Teaching
- * Strong, meaningful questioning
- * Positive interactions sharing constructive feedback, discussion
- * Chanting
- * Manners are used
- * Peer encouragement and feedback

Feels Like:

- * safe and valued
- * Risk taking is okay
- * Nurtured
- * Sense of community and belonging
- * Calm and peaceful
- * Caring for each other
- * Motivated classrooms
- * Focused and active learning environments

6 Pillars of School-wide Pedagogy

Pillar 1: Strong Relationships - Respect, collegiality, professionalism, partnerships

Pillar 2: Accept accountability for each student's learning and commit to improve each student's performance
- Professionalism, responsibility, accountability

Pillar 3: Use data to drive teaching practices and monitor student performance - Plan, Do, Check, Adjust

Pillar 4: Use differentiation strategies to cater for every student - Plan, cater, differentiate, Success

Pillar 5: Plan, teach and assess using the school's pedagogical framework and the Australian Curriculum

Pillar 6: Use the warm-up strategy to move student knowledge from short term to long term memory - Respect, collegiality, professionalism, partnerships

Charter of Expectations from Parents/Caregivers

You are an important part of your child's education and your support will make a positive difference to your child's formal education. You can assist in this role by:

- setting aside quality time each day to talk to your child about school, friends, likes /dislikes, etc
- encouraging, praising and supporting your child's activities at school
- displaying an interest in what your child is doing at school
- keeping in contact with the school
- promoting 100% attendance
- setting a routine for homework daily to support your child in learning
- reading with your child on a daily basis

Bartle Frere SS encourages you to be involved in our school and if you have time or skills to share this would be wonderful to support learning in our classroom.

Bartle Frere State School's Commitment to Learning and Wellbeing

Learning Environment

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Bartle Frere State School does this by:

- Maintaining our strong team ethos across the school
- Being committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.
- One of the unique qualities of our small school is the caring, sharing attitude that students, staff and parents have towards each other.

Curriculum and Pedagogy

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Pedagogy that enhances wellbeing builds positive relationships.

Bartle Frere State School does this by:

- Strengthening the teaching and learning across the curriculum through appropriate professional development and practical support, including:
 - Encouraging and supporting staff in the development of new skills;
 - The development of assessment for learning as central to high-quality teaching and learning; and the development of students' thinking skills and ability to use these skills in all areas.
- We believe that the key drivers to quality teaching and effective curriculum delivery are:
 - High Expectations
 - Teacher Accountable Learning
 - Explicit Instruction
 - Knowledge Retention
 - Effective Relationships
 - Consistent Approaches

Partnerships

Productive partnerships expand the knowledge, skills and resources available in the school

Bartle Frere State School does this by:

- Recognising the importance of the family in each child's continued learning. Every effort is made to involve, inform and include parents in a supportive and effective manner.
- Positive relationships with students

- Professional development programs that support these partnerships.

Policies and Procedures

Policy intentions are transformed into action by school staff, students and the wider community.

Bartle Frere State School does this by:

- Utilising our annual School Opinion Survey to gain feedback on our policies and procedures
- Maintaining transparency and collaboration with all policies.

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THE SCHOOL STAFF - 2021

Chris Lees	Teaching Principal	Angie Di Maggio	Teacher Aide
Laren van Rees	Business Manager	Christine Mackrill	Cleaner
Lynn Zappala	Teacher Aide		

VISITING TEACHERS AND SUPPORT PERSONNEL

Mrs Dew	Classroom Teacher	Other support personnel also service the school. Guidance Officer Christine Thompson
Mr Richardson	HPE Teacher	
Mrs Rees	Music Teacher	

SCHOOL CALENDAR FOR 2021

Term	Pupil Free Days	Start Date	Finish Date
Term 1	Thursday 21, Friday 22, Monday 25 January	Wednesday 27 January	Thursday 1 April
Term 2	Thursday 15, Friday 16	Monday 19 April	Friday 25 June
Term 3	Friday 3 September	Monday 12 July	Friday 17 September
Term 4		Tuesday 5 October	Friday 10 December

GAZETTED HOLIDAYS

Queensland / Public holidays (2021)	
New Year's Day	Fri, 1 Jan 2021
Australia Day	Tue, 26 Jan 2021
Good Friday	Fri, 2 Apr 2021
Holy Saturday	Sat, 3 Apr 2021
Easter Sunday	Sun, 4 Apr 2021
Easter Monday	Mon, 5 Apr 2021
Anzac Day	Sun, 25 Apr 2021
Anzac Day	Mon, 26 Apr 2021
Labour Day	Mon, 3 May 2021
Queen's Birthday	Mon, 4 Oct 2021
Christmas Eve	Fri, 24 Dec 2021
Christmas Day	Mon, 27 Dec 2021
Boxing Day	Tue, 28 Dec 2021

SCHOOL WEBSITE

www.bartlefreress.eq.edu.au

The school website provides information about the school and what is going on in classrooms. It also allows parents/carers to provide feedback and/or ask questions via email.

FACEBOOK

The school Facebook site is:

<https://www.facebook.com/bartlefreress/>

GENERAL SCHOOL PROCEDURES

SCHOOL ROUTINES

SCHOOL HOURS - DAY 1 - 2021

On Wednesday 27th January, school will commence at 8:55am and conclude at 3:00pm for all pupils.

NORMAL SCHOOL TIMES

8:45am	children required to be at school	
8:55am	school commences.....	11:00am morning tea
11:45am	school resumes	1:30pm Lunch
1:55pm	School resumes	3:00pm School finishes

Children should not arrive at school before 8:00 am, at which time they may enter the school grounds. No responsibility can be accepted for students who arrive prior to 8:00am.

DEPARTURE FROM SCHOOL

School is dismissed at 3:00pm for all pupils. Children waiting for pick up are supervised by an adult on duty. Parents have a responsibility to the school to provide a pick up by no later than 3:15pm. A safe drop-off and pick-up covered area is situated on Price Rd.

LEAVING SCHOOL GROUNDS

Once children arrive at school they will not leave the grounds without direct permission from the Principal. Even then, this is only possible with parental written permission and is not encouraged. During school hours children are under control of teachers inside and outside the school grounds and must behave at all times in a manner acceptable to teachers.

VISITORS

One of the rules of the department is that all visitors to the school should obtain permission from the Principal before interrupting the work of a class by delivering messages etc. All visitors must sign-in at the front office upon arrival and then again on departure. All types of business should be handled through the office. Parents wishing to discuss the progress of their children with staff should make arrangements to visit the school outside of actual class time in order not to disrupt valuable teaching and learning time.

NEWSLETTER

Once a week our School Newsletter is produced and sent home with the eldest child in each family. Businesses may advertise in the newsletter for a fee. Contact the school office for further information.

PARADE

At 9:00am every Monday morning, an assembly of all school students and staff takes place in the Parade Area. During this time weekly awards are given to students by their class teacher, students may present projects or items they have been working on and special messages are delivered. Parents and guardians are welcome to attend parade.

MONEY

The children will regularly bring money to school for excursions, camp, etc. Teach your child how to take care of the money by using a purse or a sturdy envelope. Money loose in the pocket or hand may not reach staff. Payments for excursions and other educational expenses should be delivered in a sealed envelope to the school office with child's name and other details. Please try to send correct change. We request that excursions are paid for as soon as possible to help with administration and organisation.

RELIGIOUS INSTRUCTION

Ministers of the Catholic Faith visit the school each week for half an hour to conduct Religious Instruction classes. Students are allocated to this class in accordance with the information provided on the enrolment form. This information remains operational unless the parent informs the school otherwise in writing.

MAKING A COMPLAINT

During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education. Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions. When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- First and foremost, present your complaint to the Principal
- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner and
- do not make frivolous or vexatious complaints or include deliberately false or misleading information.

EXCURSIONS AND CAMPS

Staff will provide guidelines for camps and excursions to be undertaken by students early in the year. Parents will be informed by class teachers throughout the year of any excursions that will be taking place for students in each year level. Please contact the school if you experience any financial difficulties at these times and we may be able to help out.

ENROLMENT

The Queensland Parliament recently made important changes to the *Education (General Provisions) Act 2006*. Prep is now the first compulsory year of school and provides the foundation for your child's education. It is a full-time program where children attend Monday-Friday, from 8:50am-3pm. Children must be 5 by 30 June in the year they enroll. If your child was born between 1st July 2015 and 30th June 2016 then they are eligible to commence Prep in 2021.

Students can enrol at our school at any time during the school year. Proof of date of birth will be required. This can be in the form of an extract of the birth certificate, a baptismal certificate or a Statutory Declaration made by a parent or guardian and signed by a Justice of the Peace. If you have a record of immunisation, a copy of this will also be taken. Parents/guardians must complete an application for student enrolment. Enrolment interviews are held with the Principal. During these meetings the contents of the enrolment package is discussed and the enrolment agreement is signed. Appointments can be made through the office.

BIRTH DATES	QLD YEAR LEVEL - 2021
1 July 2015 - 30 June 2016	PREP
1 July 2014 - 30 June 2015	1
1 July 2013 - 30 June 2014	2
1 July 2012 - 30 June 2013	3
1 July 2011 - 30 June 2012	4
1 July 2010 - 30 June 2011	5
1 July 2009 - 30 June 2010	6

Child Custody

Where children are subject to custody arrangements it is most important that the Principal be made aware at the time of enrolment or when changes to parental arrangements occur during the year. This is best done in writing so that the school is fully informed of custody and access arrangements. If court orders have been issued, the Principal will ask for a copy to be included in the child files. This helps to protect the child, parent rights and the school.

Contact Details

It is very important to have current contact information, so we would appreciate being notified of any changes in addresses and phone numbers - including home, all work and mobile numbers as well as emergency contact details. This will enable us to make contact quickly if an emergency arises. Changes in information since enrolment should always be made at the office or by email to the.principal@bartlefreress.eq.edu.au so that our records are up-to-date.

BOOK LISTS

A list of requirements for each year level is provided prior to the close of the school year to ensure that children are fully prepared for the commencement of the new school year.

SCHOOL PHOTOS

Due to the size and location of the school, a professional photographer can sometimes be difficult to access. Nonetheless, class, sibling and individual photographs are taken annually by someone each year and made available to parents. A small fee may be incurred to cover costs of printing.

TOYS

No toys are to be brought to school, including trading cards and similar. School is not the appropriate place for toys, as they often cause arguments between students. It is requested that parents reinforce the no toys at school expectation. Students who fail to comply with this expectation may have their toy confiscated to be returned at a future date.

CURRICULUM PROGRAMS

Today's students face complex social, environmental and economic futures. A rich curriculum is needed to develop young people who actively seek to understand these complex issues and critically evaluate ideas and information. Through the Key Learning Areas, students learn how to develop their knowledge and skills, creatively apply their know-how to new situations, and design solutions. We operate within the framework of the Australian Curriculum with literacy and numeracy being at the core of all learning.

2021 subjects will include:

Scienc English Mathematics Technologies (*Digital Technologies & Design & Technology*)
LOTE (*Japanese*) The Arts (*Dance, Drama, Visual Arts, Music & Media Arts*)
Humanities & Social Sciences (HASS) Health & Physical Education

COMPUTERS AND LEARNING TECHNOLOGY

Each classroom at Bartle Frere State School is equipped to allow students access to computers and the internet. The ratio of laptops to students is generally approximately 1:1 giving students ever opportunity to be immersed in the latest digital technologies. All students must abide by the School Internet Usage Policy. Both parents and students will be required to sign an Internet Contract outlining the rules associated with using Email and the Internet.

INSTRUMENTAL MUSIC

Bartle Frere SS is currently in negotiations with an instrumental music teacher that may be able to offer their services to our location. Generally, children in the upper grades, Y4 - Y6, have the opportunity to learn a musical instrument. The lessons are conducted in a group session in school time and all students involved in the program must attend rehearsals and all performances. A voluntary contribution is sought for participation in the Instrumental Program. Parents will be notified of this cost at the beginning of the school year. This is a voluntary contribution, but one that we rely upon to help with maintenance costs.

LIBRARY

Before books can be borrowed children must have a library bag to protect their books. Books may be borrowed for a period of one week. The onus is on the student to care for the books. Parents are welcome to also borrow books from the library.

REPORTING TO PARENTS

Evaluation of pupils at this school is of an on-going nature. Written progress reports will be issued at the end of each semester. Oral reporting takes place around the end of term one and early term three. Class teachers or parents may arrange a mutually suitable time for which a conference can be held. This conference usually takes the form of an oral report on your child's abilities and weaknesses, what is being done for correcting those weaknesses and strengthening the abilities, a discussion of work samples done throughout the semester and consultation on how school and family can work together to bring about on-going improvement for each individual.

SUPPORT SERVICES

Bartle Frere State School Support services are coordinated to cater for a wide range of needs within the school population including learning disabilities, behavioural difficulties, visual, hearing or physical impairments, intellectual impairment, social/emotional difficulties and speech and language difficulties. The visiting support services staff is specially trained teachers who endeavour to provide programs which cater for the needs of the child. While support services staff is part of the total school community, they come under the direction of the Cairns District Office. They have the responsibility of coordinating the staff, services and resources available to meet the identified needs of the school.

HOMEWORK POLICY

Regular homework plays a significant role in the teaching/learning process. It serves a range of purposes including:
(a) Providing an opportunity for consolidation of the spelling rules, numeracy facts and reading completed in class;
(b) Creating a tangible link between the school and the home by familiarising parents with and encouraging active participation in their student's learning; and
(c) Fostering a methodical, organised approach to work and developing good study habits.

Our school expects students will do some homework on a regular basis. The amount of homework is determined by year level. If your child is experiencing difficulties with homework, please make an appointment to see their class teacher.

Belief statement about homework

We believe that homework should reinforce the learning in the classroom. It is important that homework should be a time for positive interaction between family members. It provides parents with knowledge of areas of study in the classroom. It also encourages the development of independent study habits.

The following are to be used as a guide only:

Years 1-3: 10-15 minutes per night including reading homework

Years 4-6: No more than 30 minutes a night unless doing a special project.

We believe that homework is a partnership between school and home: teacher, parent and child each have responsibilities.

NAPLAN TESTING

Years 3 and Year 5 students sit for a national test in May. A report a student's performance in aspects of reading, writing and mathematics is provided towards the end of the year.

Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems

Information for Students and Parents on School ICT Network Usage *Why are schools providing student access to Information Communication and Technology (ICT) facilities?*

To ensure young Queenslanders are well equipped to contribute fully to the information economy, the education sector is responding to the innovation directions of the [Smart State Strategy](#) through [Smart Classrooms](#). This strategy underpins the growth and improvement in innovative programs and resources in schools for teachers and students. Essential tools for providing these innovative educational programs are the intranet, internet, email and network services. These technologies are vital for the contemporary educational program provided in schools. At all times students will act in line with the requirements of the Code of School behaviour and the specific rules of their school.

What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to use school computers and network infrastructure for:

- assigned class work and assignments set by teachers;
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school;
- conducting general research for school activities and projects;
- communicating or collaborating with others in relation to school work;
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the Department's e-learning environment.

What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to:

- use the IT resources in an unlawful manner
- download, distribute or publish offensive messages or pictures;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage computers, printers or the network equipment;
- commit plagiarism or violate copyright laws;
- use unsupervised internet chat;
- use online email services (e.g. hotmail), send chain letters or Spam e-mail (junk mail)
- knowingly download viruses or any other programs capable of breaching the Department's networks security.

Usernames and passwords are to be kept private by the student and not divulged to any other individual (e.g. a student should not share their username and password with fellow students).

Students cannot use another student or staff member's username or password to access the school's network, including not trespassing in another person's files, home drive or e-mail.

Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. Students and parents are to employ caution with the use of mobile devices e.g. USBs, particularly as these devices can store significant numbers and sizes of files some of which may be unacceptable at school e.g. games and "exe" files which may contain viruses.

Please note that personal files on USBs may be deleted by the Department's malware protection.

What is expected of schools when providing student's with access to ICT facilities?

Schools will provide information in relation to student access to and use of the network and reserve the right to restrict/remove student access to the intranet, internet, email or other network facilities if they do not adhere to the school's network usage and access guideline/statement.

Schools will prepare students for the possibility of unanticipated access to harmful information, materials or approaches from unknown persons via the internet or email.

Schools will ensure that students are aware of [Occupational health and safety issues](#) when using computers and other learning devices

What awareness is expected of students and their parents?

Students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school's ICT network facilities;
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or e-mail;
- be aware that:
 - access to ICT facilities provides valuable learning experiences for students and supports the school's teaching and learning programs;
 - ICT facilities should be used appropriately as outlined in the [Code of School Behaviour](#);
 - the Principal may determine that student privately owned devices may not be used at the school;
 - students who use a school's ICT facilities in a manner which is not appropriate may be subject to disciplinary action by the school, including restricting network access;
 - despite departmental systems to manage all access to information on the Internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

THE USE OF PERSONAL TECHNOLOGY DEVICES* AT SCHOOL

In today's information and communication rich society, students have access to a variety of personal technologies. Mobile phones and other personal technology devices are becoming increasingly popular with school-age children and there is no denying that these devices are a valuable form of communication when used appropriately. They are at times however, misused, particularly in the hands of young people who have had very few restrictions placed on their use. With these technologies now becoming common place, it is important that our school has clear guidelines with regards to students using and bringing these devices to school.

Mobile Phones

All students have access to the school phone system if they need to contact their parents or carers. All contact with parents during the course of the school day is through the school phone system and is supervised by office staff. There are times when students need to make contact with parents after school, particularly if they are attending certain out of school activities after 3:00pm. If this necessitates the bringing of a mobile phone to school, then the following guidelines will apply:

1. The phone is turned off on entry to the school grounds.
2. The phone may be turned back on at 3:00pm if student is seated in eating area where an adult is on pick up duty.
3. It is recommended the phone is handed to staff member for safe keeping during school hours.
4. Devices may not be used to take images of any students whilst at school without express permission from parent and guardians.

Other Personal Technology Devices

Students must not bring valuable technology devices such as digital cameras, video cameras, MP3 players or portable gaming consoles to school as there is a risk of damage or theft. They can also cause distractions and disruptions to student learning. Such devices will be confiscated by staff and may be collected from the school office at the end of the day.

Any personal technology device used contrary to this policy may be kept for longer than a day for the purposes of disciplinary investigation, when it will only be returned in the presence of a parent or carer. Devices containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of the device for investigation purposes.

Inappropriate Use of Mobile Phones or Personal Technology Devices

Students who use personal technology devices to:

- record and disseminate images or sound for the purpose of causing embarrassment to individuals or the school, or for the purpose of bullying and harassment including racial and sexual harassment;
- send text messages that contain obscene language and/or threats of violence;
- record inappropriate behaviours or incidents (fighting, vandalism, pranks) for dissemination among the student body or outside the school;
- cheat during exams or assessments;
- are considered to be in breach of this policy and may be subject to discipline, including suspension and exclusion, and in some cases referral to police.

Special Circumstances

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example, to assist with a medical condition or disability, or for a special class project) should seek the approval of the Principal.

** Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

STUDENT HEALTH AND SAFETY

CHILD PROTECTION POLICY

Staff follow the Child Protection procedures at all times to ensure that members of the school community are able to learn and work in a safe and supportive environment. Child Protection procedures involve the 'passing on' of information about the welfare of our students to the Principal.

The Child protection Policy requires:

- That all staff **must** report information in relation to suspected physical/sexual/emotional harm of a student to the Principal **immediately**.
- The Principal to report the information to the appropriate child protection agency.
- The Principal to report all allegations against or about any employee suspected of the physical or sexual harm or harassment of a student to Education Queensland's Liaison Officer at the Criminal Justice Commission.

MEDICATION - ADMINISTRATION TO PUPILS

For pupils requiring medication during school hours, a doctor's prescription **must** be sighted so that office staff can administer medication as per doctor's directions. Parents are also required to complete a form for us to administer medicine to their child. **Staff are not to administer any over-the-counter medications (including paracetamol or similar medications) without the correct authorisation from a medical practitioner.**

SICKNESS TO CHILDREN AT SCHOOL

All serious illnesses are reported to the office. The seriousness of each case will be determined by trained staff or the Principal. If deemed not to be serious the child will rest in the sickroom and return to class when well. If deemed serious, parents will be contacted to take their child home.

In emergency cases, parents will be contacted immediately, and if not able to be contacted, the child will be attended to as per instructions on the family information card. Every effort will be made by school personnel to act on behalf of a prudent parent. The official title is to act in "loco parentis".

Asthmatic Students: Parents or legal guardians provide written permission for students to administer their own medication. Students will be responsible for their inhalers although we prefer for younger students to leave them in the school office. Some students may require an Asthma Action Plan from their local doctor.

HEAD LICE If these directions are followed carefully Head Lice can be contained.

Head Lice Detection:

- By finding eggs - this is the easiest way - are the eggs hatched or still alive?
- By finding climbers - these are more difficult to detect without the conditioner, comb and tissue test
- From scalp itching or scratching - unreliable - Head lice do not always cause an itch

Treatment Application Technique

- Product must be applied from roots to the tip.
- All of the hair must have product on it.
- Must be left on for the correct length of time at the right concentration

Tips for applying products:

- Apply to all hairs: Avoid the eyes: Wear gloves: **Use a comb to distribute the product through the hair**
- **Treatment must be every 7 days** until no more evidence of eggs or lice
- **Keep the hair well-conditioned** - the eggs cannot stick to slippery hair - with conditioner you can fool them.

Why treat every 7 days?

Because the treatment cannot penetrate the eggs, they are encased in a very waterproof substance.

Eggs hatch every 7 days. . . An adult is mature 10 days after hatching; Females lay 3-8 eggs per day

Adult Lice live 30 days. . . By treating every 7 days, you are sure to kill the lice as they hatch from the eggs before they breed. Keep the treatment up for a couple of weeks and you have got the lot!!

Why do treatments fail?

Inadequate use of product - Failure to retreat - Reinfestation - keep up the conditioner - one that you leave on.

Conditioner, comb and tissue test:

By the use of conditioner, a head lice comb and a tissue you can see all the head lice and eggs. Apply a liberal amount of conditioner, comb through with head lice comb - very fine toothcomb - and wipe onto tissue - you can see what lurks in the hair.

Time Out



Condition	Exclusion of Case (person with infection)	Exclusion of Contacts* (person exposed to the case with the infection)
Measles ³	Exclude until at least 4 days since the onset of rash. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Immunised and immune contacts not excluded. Exclude unimmunised contacts of a case until 14 days after the first day of appearance of rash in the last case, unless they are immunised within 72 hours, or receive an immunoglobulin injection within 7 days, of first contact during the infectious period with the first case. Exclude all immunocompromised children and staff until 14 days after the first day of appearance of rash in the last case.
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics. ⁴	Not excluded.
Meningitis (viral)	Exclude until well.	Not excluded.
Meningococcal infection ³	Exclude until child is well and has received appropriate antibiotics. ⁶ Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded.
Molluscum contagiosum	Exclusion not necessary.	Not excluded.
Mumps	Exclude for 9 days after onset of swelling.	Not excluded.
Norovirus	Exclude until they have not had any diarrhoea or vomiting for 48 hours.	Not excluded.
Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)	Exclusion not necessary.	Not excluded (pregnant women should consult their medical practitioner).
Pertussis ³ (whooping cough)	Exclude until child has received 5 days of appropriate antibiotics ⁴ or for 21 days from the onset of coughing. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Exclude from childcare settings children who have received less than 3 pertussis vaccinations who are in the same household or same childcare room as case until completed 5 days appropriate antibiotics. If no antibiotics, exclude 14 days from last exposure to infectious case. Staff who have not had a pertussis booster in last 10 years who are in same childcare room as case and do not commence appropriate antibiotics; exclude 14 days from last exposure to infectious case Note: where contact in childcare room with case is <12 months and had less than 3 pertussis vaccinations it is recommended <i>all</i> staff and children in the room receive appropriate antibiotics <i>regardless</i> of vaccination status.
Poliomyelitis ³	Exclude for at least 14 days from onset of symptoms and case has recovered. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded unless considered necessary by public health unit.
Ringworm/tinea/scabies	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Roseola (sometimes referred to as 'baby measles')	Exclusion not necessary.	Not excluded.
Rubella (German measles) ³	Exclude until fully recovered or for at least 4 days after the onset of rash.	Not excluded (female staff of childbearing age should check their immunity to rubella with their doctor).
School sores (impetigo)	Exclude case until has received appropriate antibiotics for at least 24 hours. Sores on exposed areas must be covered with a watertight dressing.	Not excluded.
Shigella	Exclude until diarrhoea has stopped for 48 hours and two stool samples negative, as per public health unit requirements.	Exclude until two stool samples negative as per public health unit requirements.
Streptococcal sore throat (including scarlet fever)	Exclude until well and has received antibiotic treatment ⁴ for at least 24 hours.	Not excluded.
Thrush (candidiasis)	Exclusion not necessary.	Not excluded.
Tuberculosis (TB) ³	Written medical clearance is required from Queensland Tuberculosis Control Centre to return to child care/school, confirming child is not infectious.	Not excluded.
Typhoid ³ , paratyphoid	Exclude from child care/school/food handling and health care workplaces until there is written medical clearance from doctor or public health unit confirming child is not infectious and has met public health unit requirements.	Not excluded unless considered necessary by public health unit.
Whooping cough	See pertussis	See pertussis
Worms	Exclude if loose bowel motions present.	Not excluded.

Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and child care centres to meet the requirements of the *Public Health Act 2005*.

Footnotes

- The definition of 'contact' will vary between diseases and is sometimes complex. If unsure, contact your local public health unit.
- Diarrhoea: the definition is 2 or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.
- Doctors should notify the local public health unit as soon as possible if children or staff are diagnosed with these conditions.
- Appropriate antibiotic treatment: the definition will vary between diseases. If unsure, contact your local public health unit.
- Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be not infectious.
- For meningococcal infection, appropriate treatment is the use of rifampicin, ciprofloxacin or ceftriaxone and this will meet the intent of the Public Health Act for a person to be not infectious.

For additional information please refer to the NHMRC publication "Staying Healthy in Child Care" at <http://www.nhmrc.gov.au/publications/index.htm> or the Queensland Health website at <http://access.health.qld.gov.au/hid/> for fact sheets about various communicable diseases.

See www.health.qld.gov.au/immunisation for an electronic copy of this poster.

For further advice and information on any of these conditions contact your nearest public health unit.

public health units

	Southern
Brisbane Southside	3000 9148
Gold Coast	5509 7222
Darling Downs	4631 9888
Logan	3412 2989
West Moreton	3413 1200
	Central
Brisbane Northside	3624 1111
Rockhampton	4920 6989
Sunshine Coast	5409 6600
Moreton Bay	3142 1800
Hervey Bay	4184 1800
	Tropical
Cairns	4226 5501
Townsville	4753 9000
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Mount Isa	4744 9100

October 2010

Time Out



Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and child care centres to meet the requirements of the *Public Health Act 2005*.

Condition	Exclusion of Case (person with infection)	Exclusion of Contacts* (person exposed to the case with the infection)
Chickenpox (varicella)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised people and less in immunised people.	Pregnant women and anyone with an immune deficiency (eg. leukaemia) or receiving chemotherapy or immunosuppressive therapy may require preventive immunoglobulin and/or exclusion for their own protection. Contact local public health unit for advice. Otherwise not excluded.
Cold sores (herpes simplex)	Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).	Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).
Conjunctivitis	Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.	Not excluded.
Cytomegalovirus (CMV)	Exclusion not necessary.	Not excluded.
Diarrhoea ² and/or Vomiting (including amoebiasis, campylobacter, cryptosporidium, giardia, rotavirus, salmonella and viral gastroenteritis, but not norovirus or shigella – see separate section)	Exclude until there has not been a loose bowel motion for 24 hours. Exclude staff whose work involves food handling until they have not had any diarrhoea or vomiting for 48 hours. If there are more than 2 cases with loose bowel motions in the same centre or a single case in a food handler notify your nearest public health unit.	Not excluded.
Diphtheria ³	Exclude according to public health unit requirements.	Exclude according to public health unit requirements.
Enterovirus 71 (EV71) Neurological Disease	Written medical clearance is required confirming the virus is no longer present in the child's bowel motions.	Not excluded.
Glandular fever (Epstein Barr virus (EBV), mononucleosis)	Exclusion not necessary.	Not excluded.
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until child has received appropriate antibiotic treatment ⁴ for at least 4 days. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded.
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded.
Head lice	Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	Not excluded.
Hepatitis A ³	Exclude until at least 7 days after the onset of jaundice or illness. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded.
Hepatitis B	Exclusion not necessary.	Not excluded.
Hepatitis C	Exclusion not necessary.	Not excluded.
Human immunodeficiency virus (HIV/AIDS)	Exclusion not necessary.	Not excluded.
Influenza and influenza-like illness	Exclude until well.	Not excluded.

Footnotes

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- Diarrhoea: the definition is 2 or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.
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Parental Responsibility

Children are exposed to the risk of catching infectious diseases when in close contact with one another at school. Infectious children may have little or no outward sign of disease. They may not even realize they are carrying a disease. It is therefore important that general precautions be taken to reduce the chance of infections spreading. Only in this way will the spread of illness from undetected infectious children be prevented. To reduce the chance of infections spreading, the school follows strict safety, hygiene and first aid guidelines. It is particularly important that children with open skin wounds have these covered with fresh waterproof dressings before coming to school. Your co-operation is sought in this regard.

Also you are advised to consider having your child vaccinated against diseases that are likely to spread at school. Information about vaccination can be obtained from your doctor.

DENTAL CLINIC

The dental clinic visits local schools on a roster basis. Cairns and Hinterland Oral Health Services would like to make you aware of some changes to their service. These changes are designed to improve access to the service and ensure that they continue to be able to treat your children in a safe and supportive environment. They have now introduced a Central Booking Service which will now make all dental appointments through a 1300 phone number. When it is time for your child/children to have a dental examination, forms will no longer be sent out to complete and return. Instead you will be sent out a postcard with the Central Booking Service phone number on it - 1300 300 850. Please call this number to arrange an appointment. To ensure the best care is provided in a safe and supportive environment, they now require a parent or legal guardian to attend every dental appointment for a child at primary school and at least the first appointment for children at secondary school. Your child's medical history will be completed at the first appointment. The DENTAL VAN is scheduled to be here in January/February 2020.

ACCIDENT INSURANCE COVER FOR STUDENTS

Some school activities and physical education, particularly contact sports, carry inherent risks of injury.

Parents are advised that the Department of Education and Training does **not** have Student Accident Insurance cover for students. Therefore, if your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs are the responsibility of the child, parent or caregiver. Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through the private health insurance. Any other costs would be borne by the parents.

Student Accident Insurance is an insurance policy that pays certain benefits in certain circumstances should your child have an accident. It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur. Parents should contact their insurer or an approved Australian insurance broker if they choose to take out student personal accident insurance cover for their child.

EVACUATION/LOCK DOWN DRILLS

Emergency procedure practices are conducted with the whole school at least once per term. At Bartle Frere State School we have 2 types of emergency procedures:

- Lockdown - for critical incidents occurring in or around the school. The children must stay low and away from all windows and doors until the all clear is given.
- Emergency evacuation - for fires, chemical spills etc. The children evacuate the classrooms in an orderly manner and gather at a central point until the all clear is given.

Procedures for these evacuations are prominently displayed in all classrooms and the administration block. For more information, please contact the office.

CLASS FRIDGES

A fridge is provided for student use. By allowing students to keep their lunches refrigerated the risk of food spoiling is minimised. We believe that it also encourages students to bring a wider range of healthier food to school. Parents need to be aware however that lunches may be placed in the refrigerator only when they are in a clearly named lunch box.

SUPPORTIVE SCHOOL ENVIRONMENT

THE CODE OF SCHOOL BEHAVIOUR

The Code outlines a consistent standard of behaviour for school communities. The Code is used as a basis for developing our school-based Responsible Behaviour Plan for Students which is provided upon enrolment. This details the particular strategies that our school community has selected to promote appropriate behaviour and the consequences for unacceptable behaviour.

STUDENT DRESS CODE

Our student dress code consists of:

- Bottle green shirt
- black shorts, skorts or skirt no shorter than mid-thigh length
- sun smart hat - no caps allowed
- closed in shoes
- hair longer than shoulder length should be tied back
- hair should be one natural colour
- no finger nail polish is allowed
- no makeup is allowed
- only jewellery allowed is a watch and small earrings

The appropriate uniform must be worn when:

- attending or representing their school
- travelling to and from school
- engaging in school activities out of school hours.

Student dress codes provide clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school
- fostering a sense of belonging
- developing mutual respect among students by minimising visible evidence of economic or social differences.

Student dress codes reflect school community standards and are consistent with occupational health and safety, anti-discrimination legislation and the Sun Safety Strategy.

Our student dress code offers gender neutral uniform options for all students.

Acceptable or reasonable dress refers to clothing or apparel that would be socially acceptable, although it might not conform to the school's student dress code. Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- offensive
- likely to disrupt, or negatively influence normal school operations;
- unsafe for student or others
- likely to result in a risk to health and safety of student or others.

The P & C of Bartle Frere State School resolves that it supports a student dress code for Bartle Frere School because it believes that a student dress code at Bartle Frere School promotes objectives of *Education (General Provisions) Act 2006*. In particular, the P & C of Bartle Frere State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- ready identification of students and non-students at school;
- eliminating distraction of competition in dress and fashion at school;
- fostering a sense of belonging; and
- developing mutual respect among students through minimising visible evidence of economic or social differences.

Students at Bartle Frere State School are expected to wear their full school uniform every day with the exception of "Free Dress Days" for fundraising.

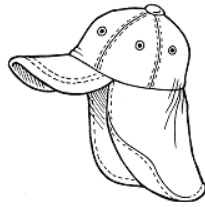
BROAD BRIMMED HATS - NO HAT NO PLAY

The Education Department has a broad brimmed hat policy. This means that caps are no longer suitable for playing in the sun. The information below from the Sun Smart guidelines may be of use. When choosing a sun-protective hat, look for

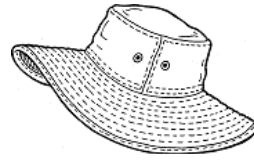
- shades the face, neck and ears
- has close weave material
- is easy to keep on
- is safe
- allows air flow and is cool.

The most suitable hats are:

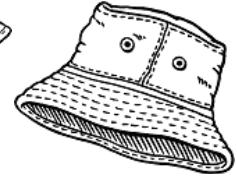
- broad-brimmed hats with a brim of at least 7.5 cm
- legionnaire-style hats (the side flap and front peak should meet to provide protection to the side of the face)
- bucket or surfie style hats with a brim of at least 6 cm



a



style that:



STUDENT LEADERS

At the end of each year, students are invited to nominate for next year's leadership positions. Students must submit an expression of interest in order to be eligible for nomination. The election of school captains, house captains and student councillors is then conducted by secret ballot with all students and members of staff voting followed by an interview process with the principal and one other staff member. The successful candidates are decided based on the results of the election and the interviews.

A special Induction ceremony is held early in term 1. Positions are NOT gender based due to the sometimes low numbers in each class. Year 4 and 5 students are invited to nominate for school captains and vice captains if there are insufficient numbers in the year 6 cohort. Leadership positions include:

- 1 School Captain
- 1 School Vice-Captain
- Student Council President and 1 Sports Captain.

Student Council meetings are held 2-3 times each term.

Roles and Responsibilities of Student Leaders

School Captain and Vice-Captain

- leading weekly assemblies
- Greeting dignitaries and Vote of Thanks
- Special days - & ANZAC - lead school march
- Informing and promoting BFSS through assemblies, newsletters, newspapers, intranet and noticeboards
- Interschool Sports Day - represent school to collect awards
- Lunchtime special activities

Sports Captain

- Assist at Combined Small Schools Sports day
- Assist at Swimming carnival
- Organise lunchtime sport
- Report on sporting achievements at assembly
- Care of sporting fields and equipment

Student Council

- Investigate and report on student concerns.
- Organise calendar of fundraising events.
- Recycling efforts - lead and promote

VOLUNTEERS AND PARENT INVOLVEMENT

We welcome voluntary aides/workers to the school. If you may be able to assist, raise the matter with the Principal. All volunteers are asked to 'sign in and out' at the office. Volunteers who are not parents of children attending Bartle Frere School must obtain a Government 'Suitability Blue Card' before they can offer their services.

CLASS GROUPINGS

Class groupings at Bartle Frere State School are composite / multi-age and are Prep - Year 6. Composite classes, apart from the social advantages, enable the teacher to extend those students who are coping well with their work and also provide scope to reinforce basic concepts with the children who experience learning difficulties.

ATTENDANCE POLICY

Absences

The *Education Act* requires that a reason be given if children have been absent from, or late for school. We request that absences be reported to the office by 9:30am on the day of absence -phone 40 677333.

Schools are now required to make daily contact with parents of students with unexplained absences, so, if we have not heard from you by 9:30am on the day of the absence we will attempt to make contact with you.

If a child is absent due to illness for more than two days a medical certificate is required from a medical practitioner. Please also advise if your child has a contagious illness so we may notify the school community of precautionary action.

All student absences are recorded in OneSchool as either explained or unexplained (an absence for which no explanation has been received]. I would impress upon parents the importance of a regular attendance at school. The syllabus is a very full one and children who miss new work when it is being taught, have great difficulty in 'picking up' later. **Every day counts and therefore 100% attendance should be every student's goal.**

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs. Research shows that regular attendance is integral to successful academic, employment and social outcomes. Accordingly, it is important that students, staff and parents/carers have a shared understanding of the importance of regular student attendance.

Bartle Frere State School expects that every student will attend school every day of the school year unless prevented by reasonable circumstances from doing so. Bartle Frere State School's attendance policy aims to maximise participation in learning programs by all students to ensure all children can access equitable educational outcomes.

At Bartle Frere State School we are committed to achieving a target attendance rate of 95% in 2020.

The importance of attending school

At Bartle Frere State School we believe that students need to attend school regularly in order to participate fully and gain maximum benefit from schooling. Regular attendance enables children to access a full education and assists them to reach their full potential. School staff set an example for students by encouraging and emphasising attendance and punctuality.

A child between the ages of six and sixteen years is of compulsory school age, irrespective of distance from the school or whether the student has a disability. All students are required to be enrolled at a registered government or non-government school and must attend on every day instruction is provided, unless the minister has granted an exemption from school attendance.

The responsibility for enforcing school attendance is with the Department of Education and Children's Services. The Department therefore has a legal responsibility to record and monitor attendance and take appropriate action to rectify problems of non-attendance. It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Bartle Frere State School is committed to promoting the key messages of the Queensland State-wide initiative

Every Day Counts which promotes four key messages:

- ⇒ All children be enrolled at school and attend on every school day
- ⇒ Schools monitor, communicate and implement strategies to improve regular school attendance
- ⇒ Truancing can place a student in unsafe situations and impact on their future employability and life choices
- ⇒ Attendance at school is the responsibility of everyone in the community

Responsibilities

Parents/Carers Responsibilities:

- Ensure that their child attends school on every school day
- Provide a satisfactory explanation for all absences, lateness or early departure
- Contact the school prior to any planned absence. Where this is not possible, parents must provide the reason for any absences prior to 9:30a.m. on the day of absence. This may take the form of a phone call with a satisfactory explanation for the absence or a medical certificate.
- Contact the Principal if student absence is to be for an extended period of time (e.g. family reasons or illness) and request school work - at least 2 days' notice should be given to prepare work
- Contact the Principal if a student is refusing to attend school. Initiate or attend meetings to seek support and discuss their child's attendance or participation in their educational program.
- Provide a written note (signed and dated) to the teacher, if their child is required to leave school early.
- Provide a written note (signed and dated) from parents/carers explaining their lateness.
- Advise the school of any change of address or phone numbers to ensure school records are accurate. Up to date data is essential in an emergency.

Student Responsibilities:

- Under the Education (General Provisions) Act 2006, students must attend school each day. They must be on time and have all necessary equipment.
- Never leave school during school hours without permission from parents/carers or the school
- Provide a note from parents/carers explaining their lateness if arriving after 9:00am
- Ensure all missed school work is completed.
- Ensure absence records are accurate and all absences have been explained by parents/carers.

School Responsibilities:

- Regularly inform students, staff and parents/carers about the Bartle Frere State School *Attendance Policy and Procedures* (including the Policy and Procedures for *late arrival*, *early departure* and *truanting*) and make this publicly available through the school's website, newsletters and enrolment package.
- Monitor student attendance daily through marking the roll at the beginning of each day.
- Notify parents/carers of any unexplained absence, requesting a satisfactory explanation for their child's absence.
- Discuss individual attendance with students and offer support and help to parents and students when school attendance has become a problem.
- Principal and staff will refer to a Student Attendance Officer on an ED171 (Report of Unsatisfactory Attendance) form if attendance issues are not resolved.
- Provide students with school work when they are absent for legitimate extended periods of time.
- Notify the relevant authorities if non-attendance persists.

Strategies

At Bartle Frere State School, we are committed to achieving our attendance target and continually improving and promoting attendance and achievement by:

- Ensuring consistent follow up of absences with parents/caregivers
- Working with students and families to reduce absenteeism.
- Recognising and rewarding students who are on target and maintain attendance of >95%
- Monitoring attendance
- Ensuring work that is missed due to absence is completed during play breaks and in some cases for homework

Responses to absences

Absences for which a satisfactory reason has been provided are considered *explained absences*, and the student's enrolment is viewed as continuous. Undertaking a leisure activity such as shopping, visiting friends and relatives, fishing or camping, is not considered a satisfactory explanation for an absence.

An absence for which a satisfactory reason has not been provided is considered an *unexplained absence and be recorded as an unauthorised absence*.

If there is no explanation from the Parent/Caregiver regarding a student's absence or lateness for that day the teacher will:

- Complete Roll as 'unexplained'
- On the third day of an unexplained absence, lateness or if a regular pattern of non-attendance is observed the Principal will contact home by phone
- Where there is a continuation of unexplained absences, or absences without satisfactory reasons, parents will be required to attend a meeting with the Principal to address issues contributing to these absences and to discuss implementation of appropriate strategies and support mechanisms.
- Where unsatisfactory attendance still continues, the Principal may commence formal processes associated with *Enforcement of Compulsory Schooling and Compulsory Participation* as per Education Queensland policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.

Reporting and monitoring attendance

At Bartle Frere reports of absence or truanting are taken seriously. Parents, members of community and school staff may report an absence in the following ways:

- Telephone / email to the school office the.principal@bartlefreress.eq.edu.au
- Signed/dated note sent with the student
- In person to the office or class teacher

Some related resources

Every Day Counts <http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)

[Roll Marking in State Schools](#)

What chance has your child got of being successful?

1 or 2 days a week doesn't seem much but ...

If your child misses	That equals	Which is	and over 13 years of schooling that's	Which means the best your child might perform is
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years	Equal to finishing in grade 11
1 day per week	40 days per year	8 weeks per year	Over 2.5 years	Equal to finishing in grade 10
2 days per week	80 days per year	16 weeks per year	Over 5 years	Equal to finishing in grade 7
3 days per week	120 Days per year	24 weeks per year	Nearly 8 years	Equal to finishing in grade 4

Regular school attendance

Information for parents and carers

Did you know? Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Why is regular attendance at school important?

Regular school attendance will mean that your child has a better chance in life. Your child will achieve better when they go to school all day, every school day.

- they learn better
- they make friends
- they are happier
- they have a brighter future.

Why must I send my child to school?

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have an acceptable reason. Illness, doing work experience or competing in a school sporting event are acceptable reasons for being absent from school.

Principals decide if the reason given for your child's absence is acceptable.

Avoid keeping your child away from school for:

- 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.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements

can be made for your child. Depending on the circumstances the school may be able to provide tasks for your child to complete while they are absent or assist you to organise an exemption from schooling.

Do I need to let the school know if my child has been away from school?

Yes, you must let the school know the reason why your child has been absent from school within two school days of their return. If possible, advise the school beforehand.

Are you having problems getting your child to school for some of these reasons?

- won't get out of bed in the morning
- won't go to bed at night
- can't find their uniform, books, school bag ...
- slow to eat breakfast
- haven't done their homework
- watching TV
- have a test or presentation to do, have an assignment to hand in
- it's their birthday.

If so, a set routine can help

- 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
- be firm, send your child to school every school day including their birthday and the last day of term!

What should I do if my child won't go to school?

You should contact the school as soon as possible for advice and support.

MESSAGE FROM OUR PARENTS AND CITIZEN'S ASSOCIATION

The Executive in 2021 was:

President - Sarah McKenzie

Vice President - Diane Chapman

Treasurer - Wayne Humphreys

Secretary - Lisa Bonney

Parents and Citizens Association Meetings

P&C meetings are held on the third Tuesday of each month commencing at 3:00pm or when notified. Membership of this association strengthens your position as a parent, since you then show your son or daughter, by example, that education is worth striving for.

Tuckshop

We do not operate the tuckshop on a weekly basis however we do enjoy several special Food Days each term. Volunteer parents/grandparents are encouraged to support us in this.

FACILITIES

School Grounds

We take pride in our school grounds and to keep them looking beautiful we need voluntary help from our parents. Usually your help is required only once or twice a year.

USE OF SCHOOL PREMISES

School facilities are available for use by negotiation with the Principal. A fee may be payable according to what facilities are used. The Principal has the right to reject any proposal.

Please Advise the School Immediately

- If you change your address.
- If there is a change in your emergency contact.
- If there are changes in your child's parent/guardian status.
- If any significant change occurs regarding the health of your child.
- If there are any changes that may affect your child's progress.

Welcome Aboard!