Parent Handbook 2013

Karumba State School

-Aim High Go Far-
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# Directory

**Address**

5 Yappar Street  
Karumba

**Postal Address**

PO BOX 71  
Karumba QLD 4891

**Telephone Numbers:**

- **Office**: 4747 6222  
- **School Pool**: 4745 9358

**Facsimile**

4747 6200

**Administration Email**

admin@karumbass.eq.edu.au

**Principal Email**

the.principal@karumbass.eq.edu.au

**Web Site**

www.karumbass.eq.edu.au

**Principal**

Mr Ro Robertson

**Administrative Office**

Michelle Plumb

**Year 3 - 7 Teacher**

Mrs Kate Buchanan

**EEC Teacher – P - 2**

Miss Krystin Evans

**Teacher Aides**

Mrs Cindy Loader  
Ms Amanda Wilcox

**Groundsman**

Mr Ron Moore

**Cleaner**

Mrs Adele Lucas

**Bus/Taxi Driver**

Mrs Bernadette Nolan
**WELCOME**

Welcome to Karumba State School. We are pleased you have chosen us to teach your child during their formative years.

During the years at Karumba State School our children enjoy a wide range of subjects taught by professional and dedicated teachers. Our children are encouraged to sample and enjoy many other avenues of personal development, enrichment and growth.

Within the community, Karumba State School has built a strong reputation for caring for its students. Every student is considered important and is given the support and encouragement needed to develop to his or her potential.

We maintain and develop strong home/school relationships. We hope you will forge a partnership with your child’s teacher that is based on trust, communication, commitment and mutual respect. Please do not hesitate to contact your child’s teacher if you ever have any queries about your child’s progress.

Our mission is to empower each child to develop to his or her potential through a range of learning experiences, whilst enrolled at Karumba State School.

Kind Regards,

Ro Robertson

Acting Principal
Karumba State School

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**PARTNERS IN EDUCATION**

It is only through effective communication between all three parties that this partnership can be achieved.
Karumba State School Vision

At Karumba State School we are committed to the development of the whole child; social, emotional, physical and academic within a real world context and through a futures oriented curriculum.

We Value

- Partnerships – teamwork within and across the community, parent bodies, staff and student groups
- Environment – intentionally inviting learning environment
- Difference – recognising and valuing differences
- Lifelong Learning – preparing children for the future
- Relationships – Open and honest communication making the undiscussables discussable
- Kinship – a sense of family and belonging

KARUMBA COMMUNITY PROFILE

Karumba is situated at the base of the Gulf of Carpentaria, at the mouth of the Norman River. The nearest community is Normanton (73kms), while the closest major centres are Mt Isa, Cairns and Townsville - all considerable distances by road. Current population is approximately 600.

The connecting roads to these centres are mainly bituminised but are still subject to flooding thus leaving Karumba isolated by road for periods in the wet season, - December to April.

Karumba is a working town, based around tourism, the fishing industry, including prawning, barramundi, and the necessary related industries i.e. metal and engineering works. Live cattle exporting has commenced in recent years.

MMG Mine continues to operate in Karumba, with a ‘dewatering plant’, constructed to treat zinc slurry from the mine.
KARUMBA STATE SCHOOL HISTORY

Karumba State School was established 43 years ago in 1968 and is a Band 6 School, with a RAIS rating of seven. The student population is drawn from the Karumba community, which is of almost total European descent.

Enrolment figures stand at 53 at the time of this publication. The new School building at Walker and Yappar streets was completed on 28 February 1969. The official completion date, however, was delayed until work could be properly inspected by the Works department, and thus the new building was recorded as officially completed, and keys handed to Head Teacher, on 10 April 1969.

The Minister, Alan Fletcher, took a keen personal interest in the development of Karumba and indicated that he wished to officially open the school in person. However, the official opening was delayed because of the failure of the prawning season in 1969 and the consequent exodus of much of the population of Karumba. There is no indication in the records as to whether the school ever had an official opening.

The school continued to build over the years, a new classroom was added at the cost of $10,408 and the keys handed to the Principal on 19 November 1970. In 1971 septic system was installed, 1972 fencing of the reserve, and covered play area was built.

Projected increase in enrolments to 85 in 1973 encouraged the Department to approve new classroom accommodation. This comprised one double teaching space (the equivalent of two classrooms) plus extension to the existing single teacher’s quarters at a cost of $58,300.

During January 1974, significant damage was caused to school facilities and requisites by flooding, particularly carpets, library books, electrical goods and
sporting equipment. One consequence was the decision to raise the height of the school buildings. As from 1978, Karumba State School was included in the Department’s Early Childhood Education program, 1981 another covered area was completed and in 1999 “C Block” and new double classroom was built, complete with wheelchair access.

In 2008, an ‘Investing in Our School’s Grant’ enabled an upgrade of our amenities block and the resurfacing of our basketball/tennis courts. Through the ‘Building Education Revolution’ Grant we have also seen the instalment of a new library/resource room.

**FACILITIES**

Karumba State School is a well maintained and equipped school complete with highly dedicated staff and students who take enormous pride in their school and surroundings.

Karumba School consists of five main buildings (2 double storeys, 1 ground floor and 2 demountable). Class compositions vary each year depending on student numbers and staffing allocation. Each class room enjoys the use of an Interactive White Board. Class structures are:

- Prep - Year 3 (EEC Building)
- Years 4 – 7 (C Block)

Our school also encompasses a swimming pool (open to the public outside of school hours), a tennis and basketball court with lights, modern school library, two adventure playgrounds with shade and a BBQ area.

We also demonstrate through our school the importance of keeping cool and protected from the sun by having air conditioners in all buildings, ensuring each child wears a hat and providing plenty of shaded areas, sunscreen and cold water drinking taps.

All school computers are networked and have access to the Internet.
POSITIVE COMMUNICATION

To ensure maximum consideration of parental inquiries AND minimal disruption to school routine, the following steps should be undertaken:

This will ensure that the appropriate information is given by the appropriate person at the appropriate time.

**Initial Inquiry** *(if in doubt)*

Phone the office 4747 6222
We will help connect you to the most appropriate person. Please leave a message if the phone is unattended.

**General Inquiries**

Phone the office (for fees, times, events, to alert us of illness, etc)

**Classroom Matters**

PLEASE SEE THE TEACHER FIRST. If the matter remains unresolved after this, make inquiries at the office about an appointment with the Principal. Please refer to the “Putting Things Right” Our Commitment to Positive Complaint Management at Karumba State School Policy.

**Issues of Concern**

Please refer to our “Putting things Right”-Positive Complaint Management Policy on pg 28

**P&C Inquiries**

Ring the P&C secretary or leave a message at the School office

**OUR SCHOOL TIMES**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.55 a.m.</td>
<td>Bell to prepare for class</td>
</tr>
<tr>
<td>9.00 a.m.</td>
<td>Lessons commence</td>
</tr>
<tr>
<td>11.00 – 11.30 am</td>
<td>First break</td>
</tr>
<tr>
<td>11.30 - 1pm</td>
<td>Lessons</td>
</tr>
<tr>
<td>1.00 – 1.45 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>3.00 p.m.</td>
<td>School Finishes</td>
</tr>
</tbody>
</table>
STUDENTS ARRIVING AND LEAVING SCHOOL

- Students are **actively discouraged** from arriving at school before 8.30 a.m.

- Those who do arrive early **MUST** remain seated in the Covered Play Area until 8.30 a.m. There is no formal supervision before this time; hence your child could be at risk.

- The school can not offer morning student care for working parents.

- The school expects all students to leave the grounds when released in the afternoon. The only exceptions would be tutored students, or organised sports practices with parents or teachers.

- Students waiting for buses do so seated in the school grounds.

- It is expected that all other students either make their own way directly home or are collected by parents from the school within a reasonable amount of time.

- There is no formal supervision of students after school.

UNIFORMS

Karumba is a uniform school hence it is expected that uniforms are worn daily. To maintain a school spirit, a sense of personal pride and to minimise clothing fashion competitions, students may wear their blue school uniform or sporting uniform on Fridays or sports days. Correct uniform is required for all school excursions.

Hats –“No Hats, No Play”

It is endorsed policy at Karumba State School that all students are required to wear safe hats when playing in the playground. Caps do not offer enough protection. Teachers will direct students not wearing hats in the playground to move to a sheltered play area. This policy has arisen out of concern for the damage caused by the sun to the skin, and Queensland Government Policy.
Enclosed Footwear
It is endorsed policy at Karumba State School that all students are required to wear enclosed shoes when playing in the playground. Teachers will direct students not wearing enclosed shoes in the playground to move to a sheltered play area. Snakes and sharp fish bones are common in the school grounds and this policy is in the best interest of our students’ safety.

General Uniform (available from the school office)

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue polo neck school shirt</td>
<td>Blue polo neck school shirt</td>
</tr>
<tr>
<td>Navy shorts,</td>
<td>Navy Skorts or Shorts</td>
</tr>
<tr>
<td>School Navy broad brimmed hat.</td>
<td>School Dress</td>
</tr>
<tr>
<td>Shoes</td>
<td>School Navy broad brimmed hat.</td>
</tr>
<tr>
<td>(covered shoes are essential due to snakes)</td>
<td>Shoes</td>
</tr>
<tr>
<td></td>
<td>(covered shoes are essential due to snakes)</td>
</tr>
</tbody>
</table>

Sports Uniform
Burke or Wills Shirt, sporting shoes, school broad brimmed hat.
(Please ensure all items of clothing are sufficiently labelled.)

Jewellery
Students may wear studs or sleepers for pierced ears only. No necklaces, anklets, choker chains – for safety reasons. Only signet rings permitted. No nail polish, hair to be tied back.

We encourage children to take pride in their presentation and appearance.

KARUMBA’S CURRICULUM

Curriculum
• A wide range of learning experiences is provided to students across the 8 key learning areas within the Australian Curriculum and Queensland syllabus.

• Learning is integrated where possible using Essential Learnings and Ways of Working. (or the Australian Curriculum equivalent.)

• Curriculum is designed to meet the individual needs of students and this is particularly evident in the development of Individual Education
Plans for students with special needs and the provision of specialist support staff.

- The curriculum is enriched with students accessing specialists in, LOTE (Japanese), Physical Education, Music and Library lessons.

- An on-going process of front end, summative and formative progress, parent interviews, internal reporting, monitoring and participation in systemic assessment and moderation.

- Intervention includes a variety of support programs implemented by classroom teachers and teacher aides.

- Gifted & talented programming is in place to support identified students.

**Language Program (LOTE) – Japanese Language**

Students in years 5 – 7 participate in teleconference LOTE lessons provided by Cairns School of Distance Education.

The program provides an opportunity for students to learn a second language by providing an informal atmosphere where they can use their developing language skills in life-like contexts. It helps promote multi-cultural awareness and broadens the students’ understanding of other cultures.

**Sport**

The school is involved in inter-house “Burke & Wills” and inter-school competitions.

Students are allocated to houses according to age, siblings and numbers in houses. Families are always kept together.

Each student will be required to purchase his/her own house polo shirt, available from the office.

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>SHIRT COLOUR</th>
<th>HOUSE</th>
<th>SHIRT COLOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BURKE</td>
<td>RED</td>
<td>WILLS</td>
<td>GREEN</td>
</tr>
</tbody>
</table>

**Religious Education:**

R.E. classes have previously been conducted at Karumba State School, unfortunately at present this is unable to be staffed.
Technology
- Computers located in every classroom
- Ratio of 1 computer to every 2 students.
- 100% of computers are networked to the internet and intranet
- Interactive Whiteboards located in classrooms to assist with the delivery of our Smart Classrooms ethos.
- Students have their own personal login and password to ensure security

Internet Access
The Internet can provide students with valuable learning experiences. It gives access to information on computers around the world. The school cannot control what is on the World Wide Web of which some information can be illegal, dangerous or offensive.
Teachers will always exercise their duty of care, and information is filtered through Education Queensland’s Managed Internet Services. However, protection against exposure to harmful information should depend finally upon responsibility of the students.

For this reason and in accordance with education Queensland Policy, we require students who have been given permission to access the Internet Access Agreement. This form will be discussed with each student with either the technology teacher prior to their first access to the internet.

Library
The library is seen both as an extension of the classroom and as an informal setting where students can explore literature or work independently on research. The library is open every lunch time, so students can read, research or play quietly. The library is fully automated through the use of a computer system and bar code reader. The library has a borrowing system, which allows each student to borrow up to two items at a time for a week. We seek your co-operation in keeping overdue books to a minimum. Parents may be asked to pay the cost of any lost book.

Learning Support
Karumba State School provides a differentiated curriculum which allows students of all levels, (ie gifted and talented, students in need of supported learning) are able to access the curriculum at their level in order to reach their fullest potential.

Students with special needs participate in a variety of programs depending on needs identified in Individual Education Plans. Support staff assist students and their teachers to access these specialised services both within and outside the school.
A diverse range of support mechanisms such as consultation with Guidance Officers, Speech Therapists, Occupational Therapists, Psychologists, Advisory Visiting Teachers are drawn together to meet each child’s individual needs.

Alternate and modified curriculum is developed by specialist staff to cater for those whom the class program is not suitable.

**REPORTING TO PARENTS**

Student progress is reported to parents through:-

- End of Semester 1 and Semester 2 Reports
- Parent/Teacher interviews at the end of each term
- NAPLAN and QCAT results
- Year 2 Diagnostic Net and Continua
- Terms 1 & 3 – Pat Maths iachieve, PAT Science & PAT R (3 - 7)
- Terms 1 & 3 – PAT Maths iachieve and PAT R (P – 3)

Parent/teacher interviews are held at the end of each Term. Your child’s student report is distributed at the end of each semester. If you choose not to have a parent/teacher meeting your child’s report is sent home at the end of Semester. Please contact your child’s teacher to organise any other meetings through the year.

**PARENTAL INVOLVEMENT**

**Parents and Citizens Association**
The P&C are actively involved in fund raising ie, school fete and decisions relating to school and students. (Please check the school notice board for exact P&C meeting dates)

**Parent Help**
If you are interested in offering voluntary help within your child’s classroom we would be pleased to hear from you. Aid is often needed with reading groups, group activities, art and craft or for excursions. Check with your child’s teacher if you would like to assist.
COMMUNICATION

How to find out what’s going on at Karumba State School?

- Fortnightly newsletters
- Regular Teacher Contact
- Display Billboard located at the front of the school and under the “Under covered Area”
- School Website
- Notes Home
- P&C Meetings- Held in the Library every first Thursday of the Month
- Just Ask- Admin, Staff, P&C Members, Parents
- Reports
- Parade
- Attend School Info Nights, Parent Sessions (all advertised in Newsletter)

Newsletter
A comprehensive newsletter, “Karumba Crier” is sent home every fortnight. The newsletter provides information regarding school and community activities. Parents are encouraged to read the newsletter, sent home with the eldest child in each family. Our newsletter and photos of school events are also printed in the local Chronicle newspaper.

If you do not wish your child’s photos to be included please make this known to the principal at your earliest convenience.

STUDENT WELFARE

Permission to Leave Grounds
Students are not permitted to leave the school grounds during school time. We discourage the practice of students going home for lunch. When possible, parents are contacted and asked to take students home if they become ill at school. Obviously, contact numbers are vital. Please ensure the office knows where parents/guardians can be contacted.

If you wish to pick up your child during school time, we require some form of prior notification if possible and children must be signed out at the school office. Students late to school are to sign in at the school office.
Custody
In this sensitive area, we ask parents to provide documentary evidence of custodianship, in the form of a Court Order, as well as personal written instructions with regard to access etc. Documentary evidence provides us with clear and legal guidelines for dealing with sensitive issues and situations. Be assured that all care is taken to protect the student/students according to the law. Parents in these circumstances are strongly advised to discuss the matter with the Principal.

N.B. Confidentiality will be respected.

Absences
School attendance is compulsory for children under 15 years of age. Parents or caregivers need to contact the school in the event of student absence. The school is legally bound to enter this absence into the roll. If a student absence is unexplained or deemed inappropriate or unnecessary by the school, “unexplained” will be entered in the roll which could be followed up by the authorities.

Extended holidays, during school terms, are not deemed as an acceptable reason for student absence unless very special circumstances apply. Obtaining school work for absent students is commendable however it cannot make up for missed focused teaching and learning activities that are carefully sequenced to develop student learning.

If a student is absent from school a note or telephone call explaining the reason is required. If this is not forthcoming, the school will contact parents seeking clarification of the student absence. Phone the Student Absence line on 4747 6222 to leave a message at any time of the day or night.

Change of Address/Phone Number/Home Circumstances etc
Please advise us as soon as possible if you change any details of your enrolment. It is essential that up-to-date information is available in case a student becomes ill or other emergencies arise. Caregivers are requested to supply alternate contacts for emergency situations. A simple phone call or note to the office will suffice.

In the event of parents not being able to be contacted, the Principal reserves the right to take whatever action deemed necessary.
Ambulance & Accidents
Where accidents occur which might result in serious injury or need for medical attention, the school will contact parents and if deemed necessary will call the Queensland Ambulance Service (QAS). In some cases (as indicated by parents) children may be transported to the Clinic.

**TRAVEL**

School Bus
Students residing 3.2 kms or more from the school are eligible to travel on the bus free of charge. Bus Travel Conveyance Forms are available from the school bus driver. Students residing closer than the 3.2 kms become “paying passengers”.

In the afternoon the students wait at school for the bus which departs approx. 3.10 pm.
The service is being provided by Karumba Taxi Service, driver Bernadette Nolan (4745 9022).

Any queries may be discussed with the bus driver or brought to a ‘Bus Conveyance Committee’. It is parents’/caregivers’ responsibility to ensure students accessing the bus follow the ‘Code of Conduct” and behave appropriately. The principal has the right to ban students from travelling on the bus if inappropriate behaviour warrants this action.

Bicycles
Cyclists attending our school are strongly urged to use existing bike paths in the area and expected to wear helmets. This is now law in the state of Queensland. From time to time, revision or explanations of road rules are made on school assemblies or in classrooms. The school seeks parental support in regard to safe cycling. Children are expected to dismount their bicycles before crossing the road. Bicycles are not to be ridden in the school grounds.

Crossings
Student crossings are located on Yappar Street. Students are reminded to use these, to walk across the road, dismounting from bicycles and only cross when safe. Parents, visitors and staff at the school are encouraged to lead by example by using the pedestrian crossing located in the school car park, safely and correctly.

Community members are reminded to be alert to children travelling on the roads.
OTHER INFORMATION

Homework
It is expected that all students will read each night, but this should not be a chore. *We want students to love reading!*

In **Year One, Two & Three**, students are required to learn spelling, read and learn number facts. Some small amounts of written work might occasionally be given.

In the **Middle and Upper levels of school**, homework tasks may vary. Most of it will be learning work. It is expected that all children at these levels will learn mathematics facts and spelling every night. Some written work will be set at the discretion of the teachers. In year seven, the homework load is increased as an orientation for high school the following year.

Parents are asked to check regularly to see if homework is being done. As a general rule, students should not have homework which requires lengthy amounts of time or becomes a burden to busy parents. Please contact your child’s teacher if you or your child is having problems with homework.

Benefits of homework:
- Homework consolidates work learned at school particularly, reading, spelling and number facts skills.
- Parents can see how children are going at school. If your child is struggling with homework please contact his/her teacher as soon as possible.
- Homework prepares students for assignment expectations in high school and further study.
- Homework helps develop time management and organisational skills in students. (and parents!)

Booklists
Lists of school requirements for each year level are provided by the school. Parents may purchase stationery items from the school. Please ensure pencils, rubbers and glue sticks are replaced throughout the year.

**N.B. Items can be carried over from previous years and there should be no need for parents to purchase new ones unless the items have been lost or are in an extremely poor condition. Such items would include calculators, geometry sets etc.**
Pool
The pool is open for community use during the warmer months. Please refer to the pool notice board for times and days.

A pool supervisor is employed by the P&C to ensure the safety of all swimmers.

Swimming lessons are conducted by the class teacher first and fourth terms. As swimming is part of the School Curriculum, all students are involved and expected to participate.

An entry Fee $2.00 per person is required when accessing the pool outside pool hours.

Lost Property
All items of clothing etc need to be marked with your child’s name. Towels, togs, undies, sweaters, shoes and lunch boxes are among the items most frequently “lost” and unclaimed.

A lost property box is situated outside the Administration building. At the end of term lost property is displayed, unclaimed articles are donated to charity. **Children should not bring valuable items or expensive toys to school as they present a security problem.** The school does not take responsibility for toys or personal items that are lost or damaged.

Food Storage
All students have access to refrigerators to store their lunch and cold drinks. Please ensure all lunchboxes and drink bottles have names clearly displayed on them.

Parade
Parade is held Monday mornings 9.00 to 9.30. Here messages are relayed, information shared and awards presented. Parents and friends are welcome and encouraged to participate.
STUDENT HEALTH

Health and Medication
Medication of any kind (excluding Asthma medication) is administered by Office staff only.
Parents are requested to carefully note the following procedures when requesting medication to be administered to a student during school hours. Medication must be placed in a secure container and be accompanied by a written request signed by the parent.

The following information **must** be included:-
(a) the name of the medication
(b) the dosage
(c) the time/s for administering medication
(d) doctor’s/pharmacist’s directions.

N.B. Medication **cannot** be administered unless the above procedures are sighted by teachers and administration staff.

Over the counter preparations (eg. aspirin, panadol, cough medicines etc) **cannot** be administered by Office staff unless accompanied by doctor’s/pharmacists directions.

From time to time there are out-breaks of various childhood communicable diseases. Education Queensland has set out exclusion guidelines for schools and parents to follow. We do seek the co-operation of all parents in adhering to these guidelines. When in doubt, please contact the Principal for advice.

EXCURSIONS , CAMPS, SPORTING TRIPS & EVENTS

Excursion and camps are organised each year to enable students to participate in sporting events and combined school activities to broaden their awareness of the world around them and develop sporting pathways. As a general rule, the upper grades have a camp every 2\textsuperscript{nd} year. Sporting events are held each term. These are open to all students in the specified age groups of the event.
Term Two: Burke & Wills Sports Day 28th May – 1st June
Croydon Touch Football and Eisteddfod Carnival – 21st – 23rd March
(The whole school participates in the Eisteddfod as either a participant or observer)
Normanton Athletics

Term Three: Karumba Festival of Sports (Hockey & Basketball) – 18th – 20th September.
(All students in Grades 3-7 must participate in one or both sports)

Term Four: Swimming Carnival

NB These events or dates may change depending on the weather or school and regional focus.

TUCKSHOP

Lunch Orders
Karumba Lodge provides tuckshop for our students once a week. Tuckshop only operates on Fridays at second break. Students are asked to write their orders on an envelope with the money enclosed and deliver to the class teacher or Admin office each morning, not the Lodge. Please note that there are to be:
- No phone orders
- No credit.

Lunch orders are picked up from the Lodge at 1.00pm. Please see the enclosed Tuckshop Policy and menu.

School Lunches
Students and parents are encouraged to ensure healthy meals are provided for students. Active minds and bodies require healthy food to function properly. Students are encouraged to eat their ‘healthy’ food first.
Smart Choices

What is Smart Choices?
A policy re healthy food and drinks supplied to students while at school. Mandatory for all state primary & high schools in QLD. Compulsory from 1st July 2006.

What does Smart Choices Cover?
- Tuckshops
- Classroom Rewards
- School Camps
- School Excursions
- Fundraising
- Sponsorship
- “Special Days”
- Outside School Hours Care
- Water Consumption

Smart Choice Committee
- Under auspices of the P&C Association
- Undertakes annual audit of food supplied by school
- Designates the one or two days per term on which “red” foods will be available. (see below)

What is the Role of the School?
- Teachers actively promote and teach healthy eating as part of the new Education. Queensland Health and Physical Education Subject.
- Consumption of plain water is encouraged in class and during breaks.
- Teachers supervise their eating whilst on duty.
- Children are discouraged from sharing food
- All classrooms have access to a refrigerator for storing student lunches.
- Teachers are encouraged to model healthy eating.
- Healthy eating is promoted in all school activities.

What is the Role of Parents/Care givers?
- Provide children with a water bottle for their own use
- Sending simple, nutritious food for school lunches is encouraged. Foods high in fat, sugar or food additives are not recommended. EG: lollies, potato crisps, roll ups, cordials
- Chewing gum and bubble gum are not permitted on the school grounds.
- Supporting members of the school community who have potentially life threatening allergies to peanuts and tree nuts. It is strongly recommended that students do not bring to school nut containing foods eg: nuts, peanut butter, hazelnut spread, peanut biscuits or nutty muesli bars.

Smart Choices Food Categories

Green Category – Have Plenty
Encourage & promote these food & drinks
Include: water, bread, rice pasta, fruit, vegetables, reduced fat milk products, lean meats, fish, poultry, eggs and legumes

Amber Category – Select Carefully
Do not let these foods dominate the choices and avoid large serving sizes.
Mainly processed foods that have some fat, sugar or salt added including: muffins, processed meats, full fat dairy products, oven baked products, some breakfast bars, etc fruit juice, plain-based ice cream and frozen yoghurt

Red Category – Occasionally
Limit of two occasions per term on which red category foods may be supplied.
Foods high in fat, sugar or salt including: soft drinks, confectionary, potato chips, sweet pastries and cakes, deep fried foods, most pizza.
Karumba State School Code of Ethics

- Take responsibility for your own learning and actions
- Always be respectful to yourself and others
- Always consider the safety of yourself and others

Each member of the school community has the right to expect fair, courteous and respectful treatment and also the right to learn and work in a safe and clean environment free from physical and emotional abuse.

Responsible Behaviour Plan for Students

In line with Karumba State School Code of Ethics we have developed a Responsible Behaviour Plan for students. The purpose of this is:

To achieve the best educational outcomes for every student at Karumba State School to enable them to develop as independent, knowledgeable people who are socially responsible and positively motivated.

Karumba State School believes in:
- fostering a sense of school pride
- providing positive and supportive role models
- creating stimulating and supportive learning environments
- implementing curriculum appropriate to the local environment
- continuing to develop our teaching skills and practices
- keeping informed of current educational trends and issues
- defining expectations and consequences for students
- developing the importance of children’s evaluation of their own progress

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Karumba State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.
Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher’s role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

**School Beliefs About Behaviour & Learning**

This code of behaviour is based on the democratic values of respect, equality & concern for the welfare, rights and dignity of all members of the school community.

**Karumba State School is committed to ensuring that:**

- All of our actions promote the best interests of students
- All of our actions are the very best quality we can achieve
- For all of our actions we are prepared to accept personal accountability

**Underlying Values**

- **Professionalism:** committing to the highest standards of accountability and performance
- **Respect:** treating others with consideration and regard, respecting another person’s point of view
- **Responsibility:** Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Honesty and Trustworthiness:** Be honest, sincere and seek the truth
- **Understanding, Tolerance and Inclusion:** encouraging all Queenslanders to participate in education and cultural activities and be aware of others and their cultures
- **Doing Your Best:** seek to accomplish something worthy and admirable, try hard, pursue excellence
This Plan is Underpinned by the Following Principles:

- Karumba State School expects high standards of personal achievement & behaviour;
- The foundation of positive classroom behaviour is effective teaching, inclusive & engaging curriculum & respectful relationships between staff & students;
- Positive behaviour is enhanced through a whole school approach & effective school organisation & leadership;
- Partnerships with Parents /Caregivers, the wider community and other support agencies contribute to positive behaviours in schools;
- Staff expertise is valued and developed;
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences;
- Responses to inappropriate student behaviour must consider both individual circumstances and actions of the students and the needs and rights of school community members.

Managing Student Behaviour

Karumba State School has implemented a Managing Student Behaviour Policy, which gives clear guidelines, expectation and consequences in dealing with student behaviour.

Students are taught school rules that are aligned with our code of Ethics and support learning and social acceptance. These rules are:

Be responsible
Be respectful
Be safe

Positive encouragement for appropriate behaviour is provided through a variety of methods including individual classroom awards, the “Gotcha” awards, as well as academic and citizenship awards which are presented on Parade every week and annually at our Presentation Evening.

Each class also has three levels of awards for positive behaviours. Blue, Silver and Gold. At the beginning of each term all students start on Blue Level. Halfway through each term students displaying positive behaviours are moved up to Silver Level which earns them a negotiated class celebration. Similarly, at the end of the term positive behaviours allow students to be moved to Gold Level with another negotiated class celebration.
Inappropriate behaviour may lead to:
- Sitting away from others in the classroom
- sitting out at play
- completing school work during break
- discussion with principal and parents
- The development of an Individual Behaviour Plan
- Missing out on a silver or gold level celebration.
- Suspension
- Exclusion

Student behaviour is successfully managed when there is a strong partnership between school and home. Parents will be contacted in the management of student behaviour in order us to work together in supporting students to develop appropriate, positive behaviours. Consequences for actions, both positive and negative are an important part of the learning process.

**RIGHTS & RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>ROLES</th>
<th>RESPONSIBILITIES</th>
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</thead>
</table>
| Principal | • provide leadership, direction & assistance for the whole school community  
• facilitate the establishment of a caring and happy environment  
• liaise impartially between all school community groups  
• model positive and just behaviours to all  
• curriculum implementation  
• oversee the implementation of all school policies  
• manage significant behavioural episodes  
• provide support and guidance for teaching staff  
• ensure R.B.P.S document is available and understood  |
| Teacher | • model appropriate behaviours  
• be consistent in applying consequential actions to behaviour choices  
• establishment of effective learning environment  
• practice of sound classroom management skills  
• familiarisation of self, students, visitors with school rules/consequences  
• awareness of the content of R.B.P.S document and review regularly and application of the strategies contained therein  
• use of the consequential actions and strategies in R.B.P.S document  |
| Student | • learner  
• active participant in planned activities and opportunities  
• model appropriate behaviours for peers and younger students  
• know the Code of Behaviour required in all areas of schooling  
• actively uphold those rules  
• become skilled in strategies that assist in overcoming inappropriate behaviours  
• know the consequences of breaking school rules  
• accept responsibility for own learning  
• understand that all behaviours involve a choice between that which is appropriate and inappropriate  |
| Parents & | • the most significant person in a child’s life  
• model behaviours that support positive  
• supply basic human needs of food, shelter and care  |

G:\Coredata\Common\2013 school documents\2012\Parent Info Book 2012.doc
Caregivers attitudes, values and responses

- become familiar with all aspects of schooling including R.B.P.S policy
- participate where possible in some facets of school life
- work with the school to overcome any problem behaviours that occur
- supply the school with pertinent information which may impinge on a child’s schooling

Others supply expertise, support and assistance when required
- facilitate the gathering, storage and distribution of resources
- model behaviours that are appropriate for the students

- be familiar with the R.B.P.S policy of the school
- be aware of the importance of a Supportive School Environment in R.B.P.S
- understand the thrust of the Code of School Behaviour, especially the Values & Beliefs Statement

COMMONALITIES OF RIGHTS

- Personal safety
- Respect
- Safety of personal property
- Positive learning, teaching and working environments
- Fair and equitable treatment
- Satisfaction of basic human needs

Expected Standards of Behaviour

School Communities

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management.

Students

- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority.
- Know the consequences of breaking the school rules
- Understand that all behaviours involve choice between that which is appropriate & inappropriate

Parents/Carers

- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, well-being and behaviour
- Contribute positively to behaviour support plans that concern their child.
Bullying Policy

1. Policy Statement
Karumba State School endorses the right to safety of all school community members. Bullying undermines this right and prevents students from achieving their full potential in the educational setting and can damage the supportive environment of the school in general. For these reasons, bullying cannot be tolerated and must always be addressed.

2. Definition of Bullying
As defined in Education Queensland’s Child Protection Act:

"Bullying involves the abuse of power with the intention of causing distress to other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual nature”

Following the department of Education Manual (HS17-Student Protection), we can further define bullying into three main categories:

- Verbal (the use of name calling, racist comments, offensive remarks, ridicule etc)
- Physical (hitting, kicking, sexual assault, theft and damage to personal property, threatening or obscene gestures)
- Indirect bullying (spreading rumours, explicit ostracism from social groups, persuading others to hurt or ridicule someone etc.)

3. Aims of our School Policy
- To create a safe learning environment for students and staff, in line with guiding principals endorsed and advocated by the National Safe Schools Framework.
- To promote a school climate where bullying behaviours are not tolerated and are infrequent in incidence.
- To counter views that bullying is an unavoidable part of school life, and to overcome communication barriers associated with bullying.
- To provide support and counselling services for both victims and bullying students.

4. Staff Responsibilities
- To watch for early warning signs of bullying in students (eg apparent behaviour change, physical injuries, emotional distress)
- To facilitate class discussions on bullying.
• To actively discourage bullying by being observant and responding appropriately when bullying occurs in classrooms or at recess times, according to the nature and severity of the incident.
• To offer victimised students immediate support and help.
• To record all incidences of bullying, including action taken, using the School Behaviour / Incident Form. A central register of all bullying incidents will be held on the School’s Managing Student Behaviour database.
• To take reasonable steps to effectively monitor the movements and activities of students during break periods.

5. Parent / Carer Responsibilities
• To watch for early warning signs in your child, including a reluctance to go to school, unexplained illnesses or injury, missing possessions.
• To encourage your child to report persistent school bullying to those in the best position to provide immediate help ie: the teaching and administration staff. Assure your child that seeking help is okay and is not “dobbing”
• To record any details and contact the class teacher or school administration immediately, if you suspect bullying of your child.
• To discourage your child from hitting back or verbally abusing the bully.
• To assist the school in modifying your child’s behaviour if he or she is identified as a bully, and support the school in its endeavour to assist your child.

6. Student Responsibilities
• To use a recognised Action Plan in response to all incidents of bullying.
  o Step One: Tell The Bully To Stop
    This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim’s control over handling the situation.
  o Step Two: Tell Someone in Authority
    If the bullying does not cease immediately, or has caused significantly physical or emotional harm, tell someone in authority (Teacher, Teacher Aide, Principal or Parent)
• To “speak out” and report incidents to the nearest available teacher or staff member if unable to stop bullying themselves. Immediacy of reporting is essential.
• To be ready to discuss reported incidents with a teacher, Deputy Principal or Principal. Such discussion will occur as soon as possible after the incident. Parent/caregivers of students involved may be
informed of the outcomes of investigations, and a record of the incident will be held on the central Behaviour Management database.

- To cooperate with the school in modifying any bullying behaviours that threaten the basic right to safety of students.

### 2012 School Calendar

<table>
<thead>
<tr>
<th>Term</th>
<th>Term dates</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Pupil Free Day</td>
<td>Thursday 19\textsuperscript{th} January</td>
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<tr>
<td>Pupil Free Day</td>
<td>Friday 20\textsuperscript{th} January</td>
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<tr>
<td><strong>Term 1:</strong></td>
<td>Monday 23\textsuperscript{rd} January – Friday 30\textsuperscript{th} March</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Pupil Free Days (flexible)</td>
<td>Wednesday 11\textsuperscript{th} April – Friday 13\textsuperscript{th} April</td>
<td></td>
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<tr>
<td><strong>Term 2:</strong></td>
<td>Monday April 16\textsuperscript{th} – Friday 22\textsuperscript{nd} June</td>
<td>10 weeks</td>
</tr>
<tr>
<td><strong>Term 3:</strong></td>
<td>Monday 9\textsuperscript{th} July – Friday 21\textsuperscript{st} September</td>
<td>11 weeks</td>
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<tr>
<td>Pupil Free Day</td>
<td>Monday 11 July - Queens Diamond Jubilee Holiday (One off for 2012)</td>
<td></td>
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<tr>
<td><strong>Term 4:</strong></td>
<td>Monday 8\textsuperscript{th} October – Friday 7\textsuperscript{th} December</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Pupil Free Day</td>
<td>Monday 22\textsuperscript{nd} October – Queens Birthday Holiday</td>
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Karumba State School  
“Putting Things Right”

Our commitment to Positive Complaint Management at Karumba State School

We believe that positive relationships with home are fundamental to the effective performance of our students.

From time to time you may have a concern about a school-related matter or there may be a decision you cannot understand.

This is a timely reminder that, if you have a concern about any matter, for example your child’s performance, our performance, school decisions or procedures- we invite you to make an appointment to come and talk the matter over with us. It is better to get the matter off your chest and endeavour to resolve it quickly than allowing it to simmer and grow into a big issue that is more difficult to resolve at a later date.

We need to know about the matter quickly so that it can be resolved quickly. We are committed to listening to you positively and to working with you to resolve matters in a way that all parties can accept, so that we can improve our school and enhance our students’ learning.

Introduction
Effective partnerships between parents, students and our school are important to educational success.

One part of that partnership is trust and openness. We need to be able to talk to each other when we have concerns, so that those issues can be worked out.

From time to time you may have concerns or complaints relating to our school.

It is important that you share these with us.

Perhaps we haven’t explained something very well. We need to know so that we can put things right.

Perhaps you don’t agree with a decision. We need to talk the issues through.
As a result, you could gain a better understanding of why we made that decision. Or we may need to reconsider our decision. Your contribution can help us improve.

**How to Make a Complaint**

We want to hear your concerns. We aim to provide a service that can be improved through your feedback.

You can raise a concern with any member of our staff. Contact the school to make an appointment to see the teacher. Issues you think are serious should be raised with the administration (the Principal).

Our staff is encouraged to deal positively and sincerely with your concerns.

They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern.

They will help you to take your concern to the right place.

**What Can you Expect**

There are usually four phases in handling a complaint. In many instances these can all be worked through quickly in one process.

**PHASE 1 — RECEPTION**

Try to state your concern calmly, clearly and courteously. Being aggressive will not help resolve the issue.

Someone will listen to your concern and make sure they understand it.

The teacher/administrator will summarise the main points. He or she will usually explain the school policy or procedure on the issue.

He or she will work out an action plan with you: what he or she will do, what you should do, what your child should do and when you will talk again.

He or she may deal with the complaint or refer it to another person.

In many cases they should be able to resolve your concern straight away.

**PHASE 2 – DECIDING HOW TO HANDLE THE MATTER**

Some matters must not be handled at a local school level, because they are so serious. They must be referred to Education Queensland’s Regional office.

Other matters will need further investigation. In this phase a decision will be made about how a complaint will be handled.
PHASE 3 – FINDING OUT ABOUT THE MATTER
In this phase the person handling the complaint will try to find out all about your concern. They will try to understand the context and causes.
You should help by providing all the information you can.
They may need to talk to people to get a complete picture. As they do this they may begin to explore options to resolve the matter.
You can help them by focusing on a positive resolution of the matter. Your information will be treated confidentially (but where the matter must be investigated by an external agency it will need to be passed on to it).
You need to be aware that the person who is being complained about usually has the right to be made aware of the complaint.

PHASE 4 – RESOLUTION
The person who is handling your complaint will use the facts that have been gathered to make a decision that is fair to all concerned.
He or she will work to put things right for you and would appreciate your help to do this. He or she wants to make sure that you accept the resolution.

Our school’s commitment to parents and caregivers
We are committed to dealing positively with your concern. It helps us to learn how we can do things better for you.
We will try to make sure that your complaint is resolved quickly. Sometimes a complex matter will take time. But we will always make sure you understand what we are doing and why.

Parents/caregivers are requested to retain this document for future reference
How Can We Help?

Parents have helped before their child has started school and during school years when they have:

- Shown patience and waited for him/her to finish speaking
- Read a goodnight story (especially to young children)
- Answered annoying questions (gladly, promptly and honestly)
- Explained current happening
- Used the correct names of things
- Listened to his/her comments
- Explained desirable behaviour
- Posed problems
- Encouraged and insisted upon daily routine (going to bed, walking, washing, eating etc)
- Allowed him/her to do large paintings and drawings
- Provided dressing-up clothes for preschoolers and younger students
- Spoken clearly and carefully
- Corrected speech errors (without nagging)
- Helped him/her to understand that there are usually two sides to any argument, dispute or discussion
- Given him/her the opportunity to play with other children
- Taken their children on trips, holidays & excursions
- Shown that ordered and co-operative family living is necessary and that certain rules and regulations are necessary
- Refrained from criticising others in front of him/her
- Respected his/her property and encouraged likewise from him/her
- Taught him/her healthy attitudes to competition and to be a good loser
- Let the child know constantly that he or she is loved
- Developed the questioning mind - by word of comment that challenged his/her thinking ie: don't always give a simple answer
- Arrange suitable study facilities
- Encourage an interest in books - if no supply at home use the library
- Talked about school and classroom activities with him/her
- Made direct efforts to communicate with the school so as to develop some understanding of current methods and materials to give confidence in helping with home studies
- Worked with a teacher in carrying out recommendations for some help
- Actively involved themselves in community activities ie: school communities, working bees
- Attempted to encourage a wholesome educational program (selections of books, comics, TV programs etc)
- Given positive praise wherever possible
- Set good examples for future life expectations (ie: getting to school on time)

“IF”

If a child lives with criticism,  
    He learns to condemn.  
If a child lives with hostility,  
    He learns to fight.  
If a child lives with ridicule,  
    He learns to be shy.  
If a child lives with shame,  
    He learns to feel guilty.  
If a child lives tolerance  
    He learns to be patient.  
If a child lives encouragement  
    He learns confidence.  
If a child lives praise  
    He learns to appreciate.  
If a child lives fairness  
    He learns justice.  
If a child lives security  
    He learns to have faith.  
If a child lives with approval  
    He learns to like himself.  
If a child lives with acceptance and friendship,  
    He learns to find love in the world.