More News!!!

Parental obligations for compulsory schooling

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

A child should be enrolled in and attend school in the year that they turn compulsory school age (six years and six months). Each parent of a young person in the compulsory participation phase has a legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse. Prosecution of one or both parents may occur if the parent(s) do not fulfi l their legal obligation in regard to enrolment and attendance of their child at school. An authorised officer from either the school or region can seek consent from the Director-General to prosecute for failure to enrol or attend. http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrollment-and-Attendance-at-State-Schools.aspx Accessed 08022014 The State of Queensland (Department of Education, Training and Employment) 2012.

Uniforms are compulsory and will be enforced in 2015. The school is selling full sets with a hat for $60 or each item is $25.00 for shorts/shirt and $10.00 for a hat.

Purchase times for buying Uniforms are:
Monday to Friday 8:15am until 9:45pm until 3:30pm

We thank you and appreciate families purchasing the school uniforms.

Hat:
All students are required to wear a hat if participating in outdoor activities, if your child doesn’t have a hat they will be required to stay in the undercover area where directed by staff.

Please be aware:
Few children are presenting with runny ears please do ear checks and make an appointment at the hospital for review with the doctor. Runny ears will stop your child or children from hearing in class.

Birthday Wishes

Javahléah Broome 26.02
Edward Miller-Barry 01.03
Michelle Booth 19.03
Anthony Munns 27.03

BIRTHDAY WISHES

From the Principal’s Desk

Date Claimers
P&C AGM & General Tuesday 10/03/2015
Meeting 5.30pm
Swimming will commence Every week for all classes

Improvements for students
We have set attainment benchmarks for every class. This means that for each year level there is a minimum benchmark that they will be expected to achieve, a benchmark that shows they are at their age appropriate level and a benchmark that shows they are above their age group. The teachers are very excited about the opportunity to work with your children on achieving their goals in an increasingly high expectations environment at Woorabinda State School. Please ensure you take the opportunity to discuss where your child is at with their classroom teacher in their endeavours to achieve the benchmarks.

Meetings with teachers
Most of you should have now met with your child’s classroom teacher. If you haven’t, please contact the teacher or contact me directly and I will help put you in contact with them. I know there have been some meetings missed and sometimes this is unavoidable, however please make sure you reschedule so that these important meetings to discuss your child’s learning can go ahead.

Kind regards
Beresford Domic
Principal

Our attendance is at 86% presently I am confident we will reach 95% by the end of the year. Excellent attendance, excellent results. The Woorie Way!

Our walking bus is still in action please have your child or children ready for collection. Aunty Fay and the team are out and about in the community by 8.15am.

Parents and families

Language and Culture Program
You should have received a letter by now outlining the language and culture program running at the school. You are given an option to have your children engage in the program or opt out. Please complete the bottom tearoff section and return it to the school if you don’t want your children to attend language and culture lessons.
Prep

The Woorabinda Prep class has made a great start to the year and I am very impressed with how quickly they have settled into the school routine. They are all showing a great enthusiasm to learn and they have already gained a great deal of independence. We have set some very high expectations for our prep students this year, in particular in reading. To help us meet these high expectations all prep students will be receiving a homework book with sight words, a handwriting alphabet chart and a copy of their name to practice. By practising these skills everyday at home as well as at school all the students will have the best opportunity to achieve these high standards.

As you know swimming has started this term and the days the preps need their swimming togs and towel are Wednesday and Friday. To help with keeping the children in the right clothes it would be a great help if you could please put names on all the children’s clothes and send their swimming togs and towel in a bag. With so many children changing in a small space it can be difficult to keep track of all the children’s belongings. If you could also put names on the children’s hats that would also be a great help.

Remember attendance is a very important part of the success your children have at school. By coming to school everyday the high expectations we have for prep this year will also be able to be met.

Miss Kate and Miss Reanartha

Year 1/2/3

Year 1/2/3 has had a fantastic term so far and we can’t believe we are half way through already.

We have almost completed our unit on persuasive writing and have written a number of our own persuasive paragraphs.

In Maths, we have been learning to work with numbers all the way to 100. We can tell if any number is odd or even. Our Science unit of living and non-living things has been really fun, we have even started growing our own plants.

Warm Regards,
Miss Jay, Nadine & Year 1/2/3

The Code of School Behaviour is based on the following values and principles.

Values

The Department’s Strategic Plan defines the following values.
• Customer focus: creating positive experiences for children, students, families, communities and industry through enabling choices, being responsive and providing inclusive services.
• Innovation: recognising and cultivating innovation for better outcomes.
• High performance: working efficiently and effectively, with high expectations of each other, our services and our students.
• Accountability: promoting evidence-informed decision making, transparency and accountability.
• Our people: developing and empowering our people through relationships based on trust, respect and valuing diversity.

Principles

The Code is underpinned by the following principles.
• Safe schools expect high standards of personal achievement and behaviour.
• The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
• Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
• Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour 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 the individual circumstances and actions of the student and the needs and rights of school community members.

Better Behaviour Better Learning

Values

principles
Hi All,

I am happy to report that the midweek PE swimming lessons are going really well. Not only are the swimming lessons beneficial for the students ears, they are also learning valuable water safety skills and a variety of swimming strokes. Parents, I urge you to remind your child/children to bring the necessary swimming clothes to take part in these lessons.

This week Baralaba State School is holding a T20 Big Blast Cricket Gala Day. Our school is sending two teams of year 4-6 students to participate. We wish these students good luck for the day.

The Cross-Country Carnival is fast approaching. This will be taking place this term in Week 9 on Friday 27th March. I am going to provide some opportunities for students to train for this in the mornings before school. Those students interested in attending cross-country training need to come and see me.

Mr Burke

PRINCIPAL’S ACADEMIC AWARD

| PREP ~  | Kylliane | Thursday |
| YEAR 1/2~ | Jazmyn | Adalyn |
| YEAR 2/3 ~ | Lyndal | Booth |
| YEAR 3/4 ~ | Yolanda | Adbulated |
| YEAR 5/6 ~ | Michelle | Booth |

Special Education Program (SEP)

The last couple of weeks have been very busy. Australian Hearing spent two days in town last week. They were able to see over 20 children from the school to check hearing. Thank you to those parents who brought their children to the appointments. Unfortunately Deadly Ears were unable to come due to the Cyclone. Their next clinic will be in May. The hospital team has been busy this week completing ear screening for the whole school. Thank you to the hospital team. Over the next week or two parents should be getting results back on their child’s hearing. Feel free to come and see me if you would like these results. For those children who fail the ear screening the hospital will be back to check their ears in three months.

Last month’s SEP parent afternoon tea was well attended. We had the pleasure of one of the Deadly Ears teams being able to attend. They were able to briefly chat about some strategies parents can use to increase good ear health at home. They also answered questions that some of the parents had. Our next SEP afternoon tea will be next Tuesday, 10th March at 2pm in the Life Skills room. We hope to see you there.

Kind Regards

The SEP Team

Jon Ope, Maxene Looby, KE & Barnham

Schools are expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management

Principals are expected to:
- play a strong leadership role in implementing and communicating The Code in the school community
- ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school procedures and their impact on student learning
- support staff in ensuring compliance with The Code and facilitating professional development to improve the skills of staff to promote responsible behaviour.

Regional Directors or delegates are expected to:
- exercise leadership in support of schools and principals’ responsibilities under The Code and promote improvement of the professional skills of principals accordingly.

Senior Officers of the Department of Education, Training and Employment are expected to:
- determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools.

Consequences for Unacceptable Student Behaviour

Severe behaviour that does not comply with the expected standards is not acceptable. This Responsible Behaviour Plan for Students sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards. Consequences are to be applied to:
- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by the Department of Education, Training and Employment, which includes:
- detentions, including detention on a non-school day
- discipline improvement plans
- community service interventions
- suspensions
- exclusions
- cancellations of enrolment.

These consequences are to be used as the last resort for serious behaviour that consideration has been given to all other responses. Access to alternative programmes and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.
The Code of School Behaviour

Better Behaviour Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, future-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships. It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievements and behaviour.

School communities will use the Code as a basis for providing:
- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will develop strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The Education (General Provisions) Act 2006 provides that principals must give an assurance agreement to the student’s parents or guardian of the student, before enrolling a student. Parents or guardians will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by the Code of School Behaviour and other endorsed conditions stipulated by the school.

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education’s Code of Conduct. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

All members of school communities are expected to:
- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
- 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.

Parents are expected to:
- 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
- ensure and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.