Come down and see Aunty Betty. Will tell all to purchase them. Each a jacket and $25.00 each for the pants. Performance of one or both parents may occur if the parent(s) do not fulfill their legal obligation or 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 for failure to enrol or attend. http://ppr.det.qld.gov.au/education/management/Pages/Managing-Enrolment-and-Attendance-at-State-Schools.aspx Accessed. september, The State of Queensland (Department of Education, Training and Employment) 2012.

Attendance required to stay in the undercover area where directed by staff. 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.

Uniforms are compulsory and are being enforced. The school is selling full set with a hat $60 or each item is $25.00 for shorts/short and $10.00 for a hat.

Purchase times for buying Uniforms are between:

- Monday to Friday 8:30am 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.

Current Attendance 85.5% Attendance goal 90%

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 system unless the parent has a reasonable excuse. Prosecution of one or both parents may occur if the parent(s) do not fulfill their legal obligation or 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 for failure to enrol or attend. http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Attendances-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx Accessed. september. The State of Queensland (Department of Education, Training and Employment) 2012.

Parents and families

As you are aware, Beresford is moving on Military leave until the 8th of June and I am acting in the Principal role. I have really enjoyed these last couple of weeks and would like to thank the staff, students and parents who have supported me while I have been in this role.

Next week is my final week and I am sure next week will be as busy as the first two.
Hi All,

The School Athletics Carnival is fast approaching, and it is being held on Thursday 11th June. The students have been practicing athletics throughout the term in preparation for the upcoming carnival. The zone running events will be held on the days leading up to the actual Carnival day. Please make sure all students are coming to school, so they don’t miss out on any of the events. I would like to take this opportunity to remind all students that they will need shoes to participate in all of the throwing events. We invite all parents and friends of the students to come and show your support on the day.

With the vast change in weather recently, I would also like to remind all students that they should be wearing shoes to school and dressing appropriately to participate in PE lessons.

The medals for our Cross Country Champions arrived this week. Congratulations to Marcus Conway, Troyson McInerney, Ashleigh Cameron, Robert Leslie, Nivanneta Huxley-Wilson, Emil Oakley and Marzena Oakley.

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 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.

Well done to these students in year 1/2 who have returned their homework folders every day. These students have been taking home a folder with a reading book, homework and multiplication sheet and their weekly spelling and sight words. It’s fantastic to see how much extra practise these children are receiving at home! It is also great to see the students in their school uniforms.

In Geography we have been identifying distinctive features of landscapes/places including natural, managed and constructed features. The students have been enjoying discussing and investigating different slide show images.

Just a reminder that library is on Wednesdays, so can you please ensure that your child’s library book is returned weekly. If you have any spare time, please feel free to come and listen to some children read in the classroom.

Mark Green
Year 1/2 Teacher.
A word from the Behaviour Transition Room

I am pleased to say that the amount of behavioural incidents in the school has declined for this term, well done to all those students who are now making strong and positive choices where their behaviour is concerned. An area of concern at the moment is that a few students are playing money hole in school time. Playing money hole at school is not permitted and will be dealt with through lunchtime detention. Could parents please have a word to your children to discourage this from happening at school.

Those who have displayed positive behaviour throughout the term have new and exciting end of term activities to look forward to. The award for this term is laser tag. The Laser Tag Company is coming out to set up on the oval. Gold behaviour students will receive one hour of Laser Tag and the Silver students will receive 45 minutes.

I look forward to the continuing improvement of student behaviour over the remainder of this term and into the remaining two terms of this year. More so, I would love to see more students in term three and four on the Gold and Silver awards day.

Paul McCarthy
Behaviour Transition Teacher

The students of Year 4/5 have been learning about our Solar System and we’ve looked at some very interesting facts about the planets and how important the sun is to our survival and daily life. We’ve also analysed a magazine article about cane toads and written our own informative poster. We’ve looked at the problems cane toads are causing to Australian wildlife. The rest of the term we will continue to look at 2D and 3D shapes which are present in every part of our life. Parents and carers, please encourage your children to read as often as possible.

Ask them to share one thing they learned during the day. Please feel welcome to visit me at school to discuss your child’s learning and performance.

Sincerely,
Jade Maksan and Marcia Roberts.

PRINCIPAL’S ACADEMIC AWARDS

Week 5—Maths:

Year 1/2—Marratta Graham
Year 2/3—Blade Doyle
Year 4/5—Gailene Langlo
Year 5/6—Neveetta Huxley-Wilkie

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The Code of School Behaviour

Better Behaviour Better Learning

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.

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.

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.

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.

The Code of School Behaviour outlines 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, achievement 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 detail particular 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 enrolment agreement to the student’s parents or guardian of independent students, before enrolling a student. Parents or students 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 associated conditions stipulated by the school.

Queensland state schools promote learning, creativity and innovation on 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 as 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 outlines 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, achievement and behaviour.

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