More News!!

Parental obligations for compulsory school

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 fulfil their legal obligation regarding 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.


Uniforms are compulsory and are being enforced in 2016. The school is selling full set with a hat $60 or each item is $25 for shorts/shirt and $1 for a hat. The school's tracksuits have arrived $25 Jacket $35 Pants or set for $60. Purchase times for buying Uniforms:

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 library.

Lost property:
Please come and check the lost property for clothing items that your child/children may have left behind.

Birthday Wishes

Richard McInally 12/06
Christine Doyle 14/05
Stewart Smith 16/05
Oran McInally 17/05

Uncle Wally

Morning Tea Every Wednesday with uncle Wally
Venue: Woorabinda State School (Life Skills Room)
Day: Every Wednesday
Time: 10:30 am
Come along and have morning tea!

From the Principal's Desk

NAPLAN
As you read this, NAPLAN testing is well and truly over. I am proud to say that the children did their very best. In the next couple of years, the intention is to do the testing online. There will be a number of schools involved in a trial in 2017.

Cultural activities
We had a young man named Malachi here for a couple of days. He did a number of things with the children including making stone axes and knives and lighting fires the traditional way. The children were completely riveted by the activities and there were high levels of engagement. A big thank you to John Wirtzron and Steve Kemp for organizing the great activity for the children to be engaged in.

For more news and updates, please visit our school’s website or follow our social media pages.
Welcome back to term 2. A lot of time has been spent re-establishing classroom rules and expectations and the students are now very familiar with both the positive and negative consequences that come with their actions. We finished off term 1 with a visit from the Life Education van and Healthy Harold. Students learned about the advantages of living a healthy lifestyle and the side effects of smoking and drinking. This term we are working hard on writing a persuasive text in English. In maths we are kicking off the term with drawing and measuring angles. In science we are beginning to learn the different states of matter (liquid, solid and gas) and how water molecules behave when they change from water to ice and steam.

Firstly from 9th May Mr Smith and Miss Cameron will start visiting the families of year one students. Secondly year one students will soon be asking their families to help them with homework. This may include the alphabet, numbers, handwriting, and the most important 100 words for year one students. To help the students learn them, these words will be given out in groups of ten. Please ask the children what they have for homework, ask them if they need any help, and tell them to take their homework back to school each day. Children learn much faster when they get warm supportive one-to-one coaching at home. Please don’t get frustrated when they struggle. There is plenty of time to get things right if we just keep trying.

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 choice, 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.

- **State schools expect high standards of personal achievement and behaviour.**
- **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 transparency, 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.**
We have had a busy start to term 2 in 2/3 with two long weekends just passing. The children have been working really hard in the classroom and the playground at being respectful to each other and teachers as we have a huge focus on no bullying in class this term. I’m pleased to say that we are doing really well and making a lot of progress with this. Everyone in the class has also reached at least 100 dojo points already which means they are well on their way to making the end of term carnival rewards day. This term in math we are learning all about shapes, number patterns and time. In English we have been studying the story of the Three Little Pigs and looking at how to change the representations of characters. We are having lots of fun with this. We are all enjoying science the most as we are doing lots of experiments for chemistry testing the strength of different materials. I encourage you to come and visit the classroom and look at some of the amazing work the children have been doing. Kind regards, Miss Abel and Trish.

**Consequences for Unacceptable Student Behaviour**

Students’ behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students will set out the range and level of responses and consequences for student behaviour that is 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 after consideration has been given to all other responses. Access to assistance programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

**PRINCIPAL ACADEMIC AWARD**

**Week 4 - Grammar & Punctuation**

- **PREP**
  - Aaron Georgetown
- **Year 1**
  - Tikhirra Miller
- **Year 1/2**
  - Steven Williams
- **Year 2/3**
  - Tristen Saunders-Thaiday
- **Year 3/4**
  - Natisha Hill
- **Year 4/5**
  - Rikki-Lee McInerney
- **Year 5/6**
  - Shaquille Roberts

Year 4/5 class in Maths, we are learning about angles. We made our own right-angle detectors from scrap paper and we had fun walking around and identifying right-angles in the classroom.
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.

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
- maintain 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.